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ABSTRACT

This guide is designed to serve as a resource document for business educators that can be adapted to reflect the individual needs of schools and communities. It is intended to assist them as they assume a major role in providing information about the program to guidance counselors, school administrators, teachers, parents, representatives from the business community, and others. The guide contains 13 sections: (1) curriculum (key content areas for elementary through postsecondary students; curriculum framework; sequencing competencies/courses; 19 course descriptions; articulation; delivery systems; and business partnerships); (2) supervised business experience programs; (3) assessment section (systems of student and program evaluation, sample competency profile); (4) requirements and procedures for vocational business programs; (5) certification (secondary, vocational, applied academic); (6) professional development (including professional organizations); (7) student organizations; (8) promoting business education; (9) program advisory councils; (10) counseling and guidance services; (11) equity for special populations and for all students; (12) resources for business educators (names, addresses, and descriptions of 13 resource organizations); and (13) funding sources. Appendixes include the following: student organization chapters, tech prep coordinators, statements of the Policies Commission on Business and Economic Education, business teacher education programs, area vocational schools, and sample forms. (YLB)

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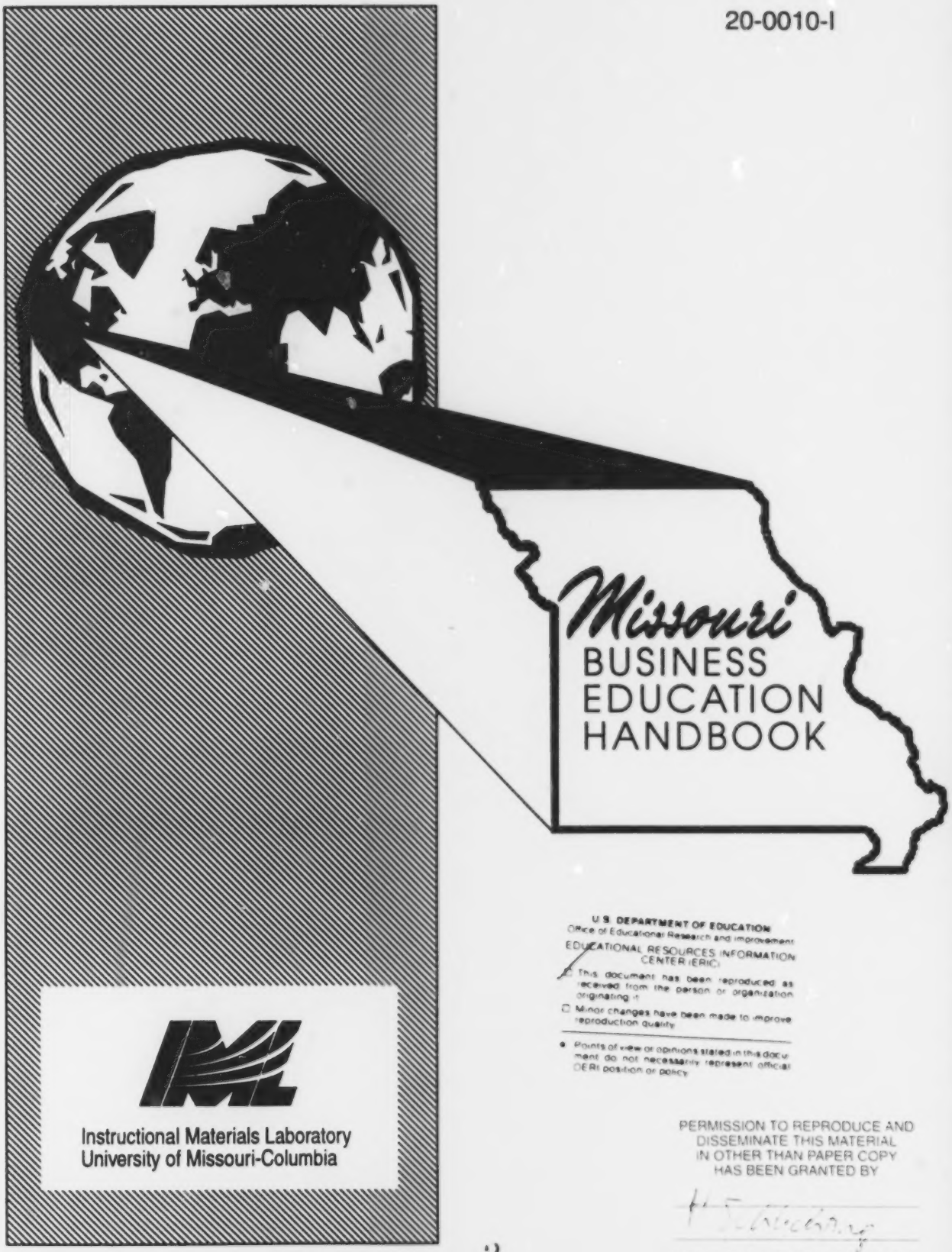

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FOREWORD

Success in virtually every career requires knowledge of business. Physician or accountant, salesperson or librarian, politician or stockbroker, designer or teacher–all must apply business skills and concepts to meet the challenges of a changing society and workplace. As America's businesses evolve to compete successfully in the global marketplace, there is a growing need for employees who have business expertise and who are able to analyze and respond to trends. In a high-tech world where technology and science are constantly altering the parameters of experience and knowledge, it is critical that students develop abilities to understand and adapt to change. Students who have strong backgrounds in business education will take their places as key professionals who contribute significantly to the prosperity and stability of our nation.

This guide has been developed to serve as a resource document that can be adapted to reflect the individual needs of schools and communities. Business offerings may differ from one locality to another; therefore, business educators must assume a major role in providing information about the program to guidance counselors, school administrators, teachers, parents, representatives from the business community, and others. It is hoped that this publication will assist in this process.

CONTENTS

Curriculum 1-32

Elementary Level 2
Middle Level 3
Secondary Level 4
Postsecondary Levels 5
Curriculum Framework 6-7
Sequencing Competencies/Courses 8
Courses and Descriptions 9-27

Accounting I *9*
Accounting II *10*
Business & Personal Law *11*
Business Communications/Applied Communications *12*
Business Economics *13*
Business Management *14*
Business Orientation *15*
Business Technology *16*
Computer Business Applications *17*
Computer Programming *18*
Entrepreneurship *19*
International Business *20*
Introduction to Business *21*
Keyboarding *22*
Keyboarding Applications *23*
Mathematics in Business/Applied Math *24*
Recordkeeping *25*
Shorthand/Notehand/Speedwriting *26*
Supervised Business Experience *27*

Program Articulation 28
Elements of Articulation 28
Types and Components of an Articulation Agreement 28-29
Delivery Systems 29-30
Business Partnerships 31
References 31-32

Supervised Business Experience Programs 1-2

Overview 1
Requirements and Recommendations 1-2

Instructional Program *1*
Curriculum Content *2*
On-the-Job Training *2*
Teacher-Coordinator Qualifications *2*
Resources *2*
Application Process *2*

Assessment **1-3**

Student Evaluation 1-2

Vocational Instructional Management System (VIMS) *1-2*
Vocational Administration Management System (VAMS) *2*

Program Evaluation (MSIP) 2-3
Sample Competency Profile

Requirements and Procedures for Vocational Programs **1-5**

Overview 1
Application for Vocational Funding 1
Approved Courses 1-2

High Schools *1*
Area Vocational Schools *1*
Postsecondary Institutions *1*
Adult Program Offerings *2*

Equipment Funding 2
Vocational Enhancement Grants 2
Inventory 3-4
State Policies and Procedures 4
Identification Tags 5
Program Expansion 5
Program Reactivation 5

Certification **1-4**

Secondary Certification (Grades 7-12) 1-2

PC I *1*
PC II *1*
CPC *2*

Vocational Certification 2-4

Secondary *2*
Postsecondary and Adult Certification *3*
Middle School Certification (Grades 5-9) *3-4*

Applied Academic Certification 4

Professional Development **1-6**

Overview 1
Professional Organizations 2-5

Missouri Business Education Association (MBEA) *2*
National Business Education Association (NBEA) *2*
International Society for Business Education (ISBE) *3*
Missouri Vocational Association (MVA) *3*
American Vocational Association (AVA) *3*
FBLA-PBL Professional Division *4*
Pi Omega Pi (POP) *4*
Delta Pi Epsilon (DPE) *4*
Office Systems Research Association (OSRA) *5*

Association for Business Communication (ABC) 5

Summer Workshops 5
Calendar of Important Events in Missouri Business Education 6
References 6

Student Organizations **1-7**

Overview 1
Future Business Leaders of America/Phi Beta Lambda 1-4
Structure *1-2*
Membership *2*
Benefits to Students and Advisors *2*
Starting a Chapter *3*
Adviser Support *3*
Awards Program *4*
FBLA-PBL Information *4*

University-Level Student Organizations 5-6
Pi Omega Pi *5*
Delta Pi Epsilon *5-6*
Students in Free Enterprise, Inc. *6*

References 7

Promoting Business Education **1-2**

Overview 1
Marketing Business Education 1
Promotional Ideas 1-2

Program Advisory Councils **1-5**

Overview 1
Procedures for Establishing the Advisory Council 1-2
Specific Purposes of the Council 2
Selection of Members 2-3
Size of the Council 3
Term of Service 3
Recognition for Members 4
Guidelines for Advisory Councils 4-5
References 5

Counseling and Guidance Services **1-4**

Overview 1
Counseling Competencies for Educators 1
Resources for Career Counseling 2-3
Statewide Job Placement Service *2*
Missouri Occupational Information Coordinating Committee (MOICC) *2-3*

Scheduling and Follow-Up 3
Alternative Scheduling *3*
Follow-up *3-4*
Resources 4

Equity **1-4**

Overview 1
Equity for Students from Special Populations 1-3
Adaptation of Instruction *1-2*
Adaptation of Equipment *2*
Adaptation of Facilities *2-3*
Equity for All Students 3-4
References 4

Resources for Business Educators **1-5**

Agency for Instruction Technology (AIT) 1
Center for Innovations in Special Education (CISE) 1
Center for Occupational Research and Development (CORD) 1-2
ERIC Clearinghouse on Adult, Career, and Vocational Education 2
Instructional Materials Laboratory (IML) 2
Missouri Research and Education Network (MOREnet) 3
Missouri Vocational Resource Center (MVRC) 3
National Council on Economic Education 3
National Institute for Consumer Education (NICE) 4
Policies Commission for Business and Economic Education (PCBEE) 4
Project Enter (Educating for NonTraditional Employment Roles) 4
Project SERVE (Sex Equity Resources for Vocational Education) 5
Statewide Job Placement Service (JSJPS) 5

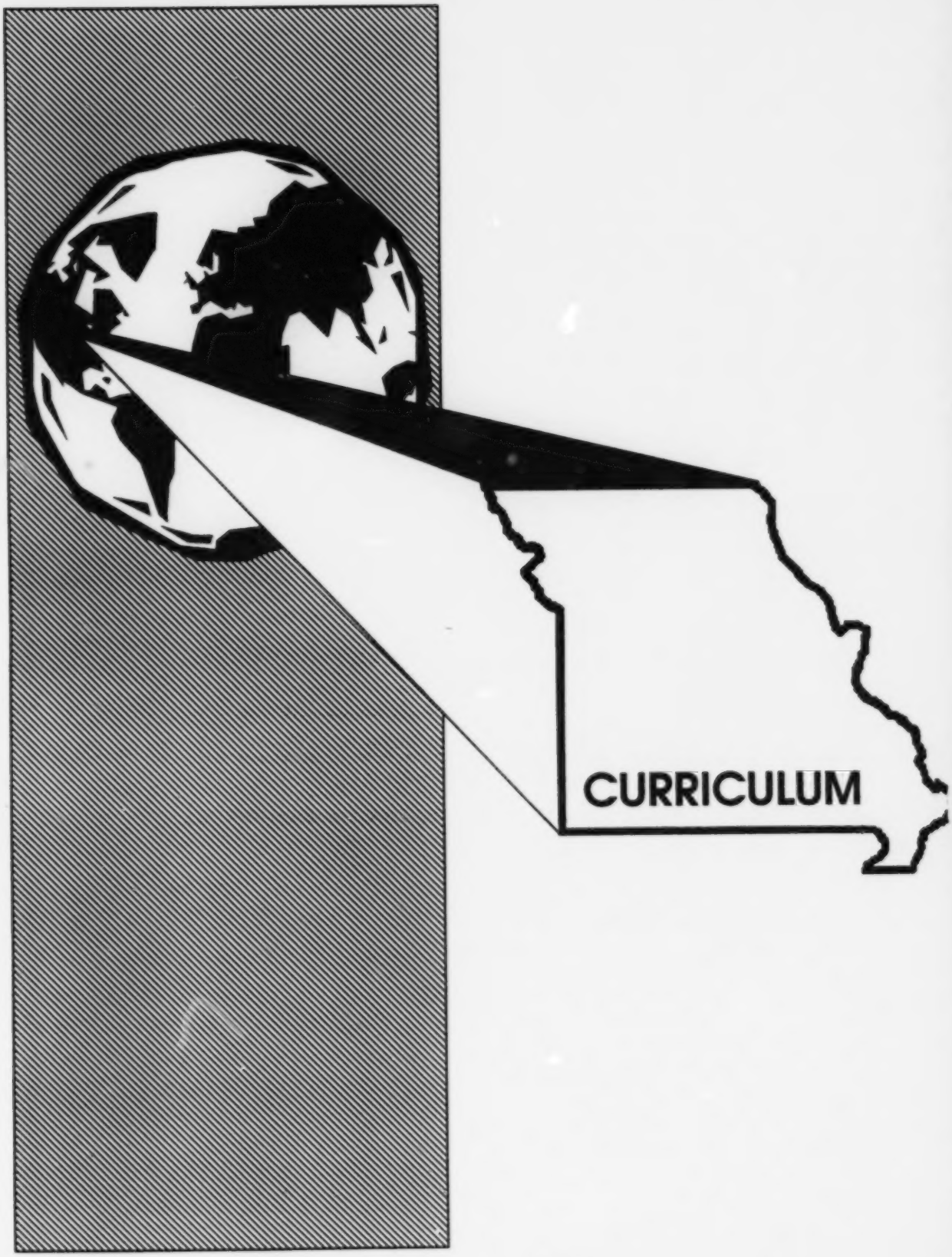
Funding Scurces **1-3**

A+ Schools Grants 1
Carl Perkins Funding 1
Incentive Grants 1-2
Tech Prep Grants 2
Technology Grants 2-3
Technology Acquisition Grant *2*
Competitive Technology Grant *3*

Appendices **1-24**

Missouri Business Education Association Officers 1995-96 1
Missouri Pi Omega Pi Chapters 2
Missouri Delta Pi Epsilon Chapters 3
Missouri Tech Prep Coordinators 4-5
Policies Commission on Business and Economic Education (PCBEE)
Recent Policy Statements 6
Business Teacher Education Programs 7
Area Vocational Schools 8-9
Sample FBLA Program of Work 10-11

State FBLA-PBL Organizational Chart 12
Missouri FBLA Districts 13
Sample Application for a Missouri Vocational Certificate 14-15
Reimbursement Request for Approved Vocational Education Expenditures 16-17
Sample Reimbursement Request for Approved Vocational Education Expenditures 18-19
Guide for Submitting Applications for Expanding and New Regular Vocational Programs 20
Application for Authorization of Vocational Education Expenditures 21-22
Sample Application for Authorization of Vocational Education Expenditures 23-24
1995-96 Business Education Membership Form 25


CURRICULUM

CURRICULUM

The business program offerings are designed to meet two widely recognized goals:

1. attainment of business skills and knowledge, including career exploration for all; and
2. preparation for entering business occupations and pursuing additional education.

The program is based on a foundation of keyboarding and word processing skills along with competencies in computer applications, accounting, communications, law, economics, and management. Achieving these competencies allows students to explore a variety of careers. Students not only receive instruction in the fundamental skills associated with a number of business occupations but also learn essential life management skills.

As schools address educational reform initiatives such as Tech Prep, School-to-Work, curricular integration, and alternative scheduling models, business education programs must assess and evaluate all aspects of the discipline to ensure that the needs and demands of students, industry, and the educational community are met. An articulation of competencies or standards at all levels of instruction is essential for students to successfully assume their roles in the global workplace and society. Key **content** areas of instruction for students at various education levels are recommended on the following pages.

ELEMENTARY LEVEL

Keyboarding. Students should understand basic keyboarding operations necessary to operate a keyboard. They will demonstrate competency by using the touch method to key information.

Career Awareness. Students should develop an awareness of the world of work and career options. They will demonstrate competency by recognizing individual talents, the personal satisfaction derived from working, the work ethic, and occupations that await them.

Business and Consumer Concepts. Students should understand the workings and values of the world of work. They should observe shopping processes, begin making purchases, and learn how to take care of items they buy. They will demonstrate competency by developing concepts of work, money, and choice.

Technology Awareness. Students should understand basic operation and use of technology to enhance learning. They will demonstrate competency by completing educational and personal tasks using technology.

The key content areas may be integrated into existing courses or developed into a specific course targeted for elementary students.

MIDDLE LEVEL

Keyboarding. Students should understand basic keyboarding operations necessary to operate a keyboard. They will demonstrate competency by using the touch method to key information in preparing written communications.

Career Exploration. Students should understand career options and explore concepts for working in a global society. They will demonstrate competency by identifying and describing a variety of industries, occupations, and work skills.

Consumer Economics. Students should understand consumer and selected business concepts in society. They will demonstrate competency by describing the role of a consumer, producer, and worker in the market system.

Technology Exploration/Applications. Students should understand the function and operation of computers and related technology in the home, school, and work environment. They will demonstrate competency by utilizing technology as a tool for communicating and learning.

Business Computations. Students should understand basic business computations. They will demonstrate competency by performing calculations when processing personal financial documents and making business transactions.

Communications. Students should understand principles of effective communication. They will demonstrate competency by selecting and using appropriate forms of communication while working individually and in groups.

Money/Finance. Students should understand money management principles as they relate to personal decisions. They will demonstrate competency by applying financial principles in making their financial decisions.

The key content areas may be integrated into existing courses or developed into one or more specific courses targeted for the middle-level student.

SECONDARY LEVEL

Career Exploration/Development. Students will investigate career clusters and understand the preparation required for entry into selected occupational clusters.

Communications. Students will understand and apply the mechanics and psychology of effective oral and written communication skills for employment.

Computer Applications. Students will gain a basic knowledge of word processing, spreadsheet, database, and graphics applications.

Economics. Students will understand the economic concepts necessary for participation in a capitalist system as wage earners, business owners, producers, and investors.

Entrepreneurship. Students will explore the roles of businesses in the free enterprise system and the global economy.

Ethics/Law. Students will examine the foundations of a legal system and interpret and apply legal principles to business and personal situations.

International Business. Students will understand how global competition has affected American business and will analyze the effects of international activities on business functions and personnel.

Leadership/Management. Students will compare various leadership styles and distinguish between management and leadership skills.

Math/Finance. Students will improve computation skills and apply them to business and financial situations, such as accounting, banking, taxes, and insurance.

The key content areas may be integrated into existing courses or developed into several courses. These content areas are considered the core of the business curriculum and should be learned prior to entering a career pathway.

A listing of core competencies for each of the above content areas will be developed during the 1995-1996 school year. Student competency demonstration statements will be added to each content area after the core competencies are developed.

POSTSECONDARY LEVELS

Many jobs in the year 2000 will require specialized training beyond high school. Students will progress into advanced and articulated levels of training at area vocational schools, technical colleges, community colleges, and universities. Occupational clusters that may be most relevant to individual career choices are:

Accounting and Finance. Individuals trained in fields like accounting, statistics, and finance will find that their skills are highly marketable. Students master basic accounting principles and procedures before proceeding to this career path specialization. This cluster emphasizes concepts of accounting and finance, including computer spreadsheets, taxes, investment, and asset management.

Administrative Information Services. This career cluster is one of the largest major occupational groups and will continue to grow as technology impacts businesses. Students will learn the roles of administrative support personnel, employment skills, organization and time management, records management, information and communications systems, national and international communications, meeting and travel planning, and reports and presentations research and development.

Management/Customer Services. This cluster prepares students for executive, administrative, and human resource professions. Most occupations identified within this cluster require technical or professional preparation. In addition to studying administrative theories and organizational policies, management students will have a solid foundation in economic principles and systems, as well as in the legal environment of business.

Computer Technology Services. Computer technology skills are vital to business; they permeate the entire workplace. Students will understand systems and programming concepts related to the science of computer operations. Students will study data structures, operating systems, program design, and program modification. Students will apply problem-solving skills to real-life situations through integrated software applications, programming, and systems analysis.

CURRICULUM FRAMEWORK

The Business Education Curriculum Framework–K-14 is aligned with national and state educational reform and restructuring efforts. Changes in the economy and the demand for a more productive and competitive workforce, a rapidly expanding technology-based society, an increasingly complex civilization, and a diverse student population have created the need for restructuring the educational system. Reform initiatives advocates that schools

1. develop a success-oriented learning environment where students, faculty, and parents are partners in preparing students for successful school-to-work transition and adult life;
2. create programs and services that prepare students to make career choices, including career awareness, exploration and guidance prior to high school;
3. integrate academic and business curricula with the goal of preparing all students for work;
4. provide sequences of courses related to a broad spectrum of occupational clusters;
5. develop tech prep programs by coordinating instruction among high schools, area vocational schools, and community colleges;
6. emphasize problem-solving, group and interactive learning, and practical application of knowledge and skills;
7. ensure there is equal access and excellence for a student population that is increasingly ethnically and culturally diverse; and
8. increase student retention, which will result in reducing the school dropout rate.

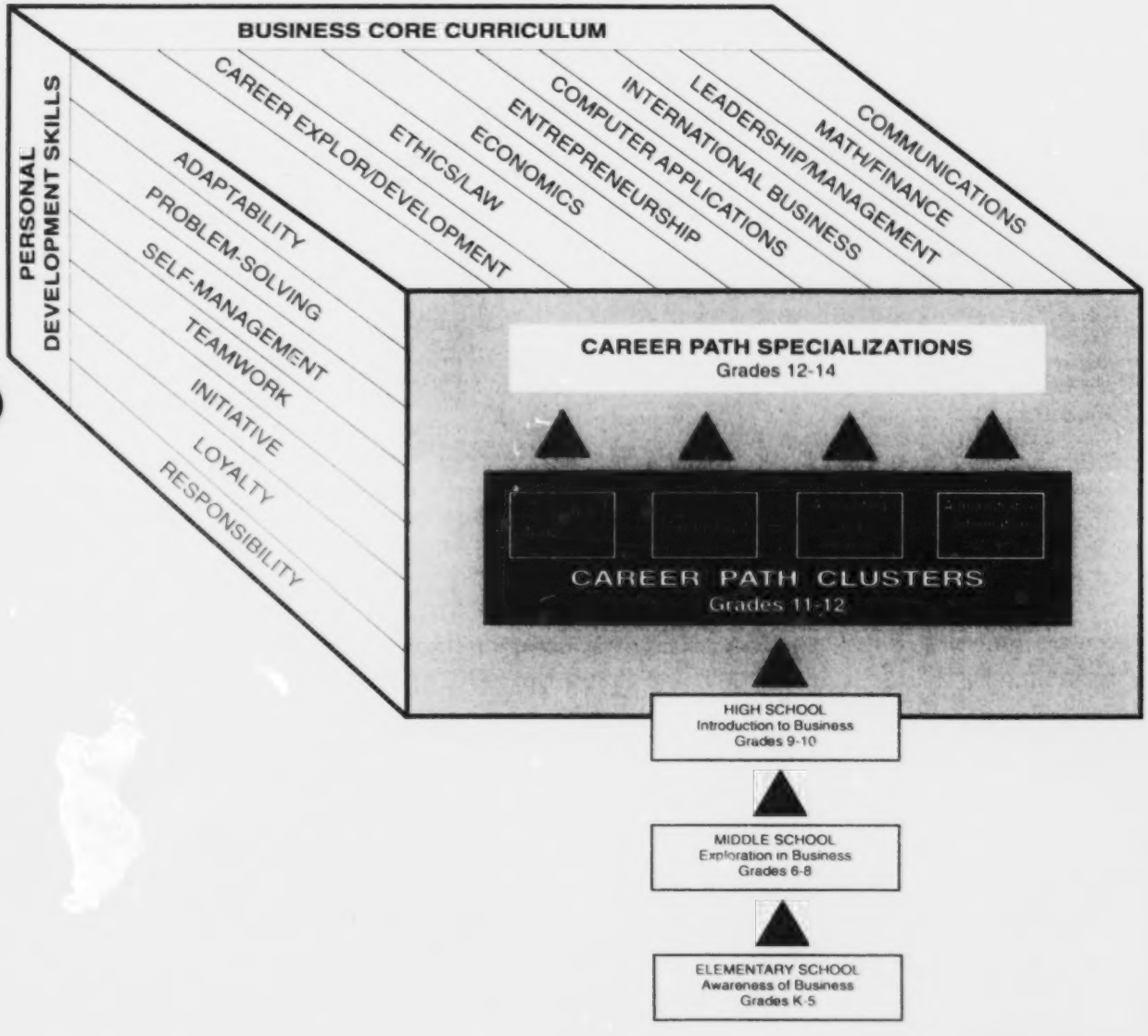
In response to these recommendations, a Business Curriculum Framework–K-14 has been developed to provide a blueprint for local school districts in planning their business curriculum. The framework was developed by an advisory committee composed of secondary and postsecondary business instructors and administrators.

The framework illustrates areas of concentration at all levels of education–elementary, middle, secondary, and postsecondary. Students interested in a business career should complete the core curriculum before entering the career path clusters. The core curriculum may be offered as one or more courses. Personal development skills are integrated into the business curriculum.

Business Curriculum Framework

•••

K-14



SEQUENCING COMPETENCIES/COURSES

All students should have individual educational plans based on a sequence of competencies or courses that are planned to help them reach their goals. Sequences provide a guide or "map" for students, parents, counselors, and educators as they work together to prepare students for future success. Teaching and learning are related throughout the school so that students have continuity from subject to subject.

Elementary and middle-level students are encouraged to develop an awareness of and to explore the nature of business. Because of the content areas recommended at these levels, course sequencing may not be essential. If keyboarding is introduced at these levels, it should be offered just prior to consistent use of the computer.

Secondary students should follow a course sequence to help them reach their career goals. A suggested list of secondary courses is provided on the following pages that includes suggested prerequisites, levels at which each course is typically taught, the suggested length of the course, and sample competencies for the course. Each local district must adapt the courses to accommodate the structure and needs of individual schools and communities.

A comprehensive listing of competencies for the following suggested courses may be obtained from the Instructional Materials Laboratory, 2316 Industrial Drive, Columbia, MO 65202; (800)669-2465:

Accounting I/Accounting II
Business and Personal Law
Business Communications
Business Economics
Business Management
Business Technology
Computer Business Applications
International Business
Introduction to Business
Keyboarding and Keyboarding Applications
Mathematics in Business

See the Assessment section of this handbook for a sample competency profile.

Postsecondary students will follow a planned sequence of courses outlined by the institution they are attending.

ACCOUNTING I

Prerequisite:	None
Levels:	10,11,12, Postsecondary
Length:	Year
Core Data Course Code:	034310
CIP Code:	52.0302

Description:

This course is designed to build a basic understanding of manual and automated accounting principles, concepts, and procedures. Activities include the accounting equation, the accounting cycle, entering transactions in journals, posting to ledgers, preparing end-of-period statements and reports, payroll systems, banking activities, taxes, and other related topics.

Competencies:

- -Identify accounting careers
  - *-Describe occupational opportunities*
  - *-Identify employment requirements and responsibilities*
- -Apply accounting concepts
  - *-State the fundamental accounting equation*
  - *-Define and apply appropriate terminology*
  - *-Describe the steps of the accounting cycle*
  - *-Identify major classifications of assets and liabilities*
  - *-Analyze and record transactions in various journals*
  - *-Post from journal to appropriate ledgers*
  - *-Prepare financial statements*
- -Complete the accounting cycle for a sole proprietorship
- -Maintain banking records
- -Complete the accounting cycle for a partnership
- -Complete the accounting cycle for a corporation
- -Process payroll
- -Complete an accounting simulation
- -Demonstrate automated accounting procedures

ACCOUNTING II

Prerequisite:	Accounting I
Levels:	11,12, Postsecondary
Length:	Year
Core Data Course Code:	034012
CIP Code:	52.0302

Description:

This course is designed to help the student acquire a more thorough, in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Students will develop skills in analyzing and interpreting information common to partnerships and corporate forms of organization, preparing formal statements and supporting schedules, and using inventory and budgetary control systems. Computer applications should be integrated in each appropriate instructional unit.

Competencies:

-Identify accounting careers
-Apply accounting concepts
-Identifying forms of ownership
-Complete the accounting cycle for a departmentalized business
-Complete the accounting cycle for a corporation
-Demonstrate managerial accounting procedures
-Maintain cost accounting records
-Complete an accounting simulation
-Enhance automated accounting procedures
-Develop spreadsheet accounting procedures

BUSINESS & PERSONAL LAW

Prerequisite:	None
Levels:	10,11,12, Postsecondary
Length:	Semester/Year
Core Data Course Code:	034321
CIP Code:	52.0403

Description:

This course is designed to acquaint students with the basic legal principles relevant to their roles as citizens, consumers, and employees through a mixture of personal, business, and consumer law. The content includes the basic characteristics of the American system of free enterprise, rights of private property, basic elements of contracts, employer-employee relations, landlords and tenants, individual rights, wills and estates, family and juvenile justice law, and community property.

Competencies:

-Justify the need for a legal system
-Demonstrate an understanding of common legal terms
-Examine the rights and responsibilities of adults
-Identify the rights and responsibilities of minors, including how they differ from those of adults
-Explore the different types of criminal law, including the differing penalties
-Distinguish between tort law and criminal law
-Identify the important characteristics of contract law
-Identify sources of legal assistance and advice
-Compare and contrast the American legal system with those of other countries

BUSINESS COMMUNICATIONS/APPLIED COMMUNICATIONS

Prerequisite:	Keyboarding or Keyboarding Applications
Levels:	10,11,12, Postsecondary
Length:	Semester/Year
Core Data Course Code:	034320
CIP Code:	52.0408

Description:

This course is designed to help students understand and apply the mechanics of effective oral and written communication skills. Areas of study include a review of basic language skills and the composition of business letters and reports. Instructional units also include the development of listening, responding, and dictating techniques, appropriate conduct for business meetings, correct telephone techniques, presentation skills, and proper interview skills.

Competencies:

- -Review basic communications skills (grammar, spelling, punctuation, capitalization, etc.)
- -Apply reading skills by following multi-step directions and demonstrating comprehension of written materials
- -Communicate effectively in written form
- -Produce and distribute appropriately formatted business documents
- -Identify and utilize common resources for editing and proofreading
- -Develop active listening skills
- -Listen to and follow oral directions
- -Demonstrate effective speaking skills
- -Plan, develop, and deliver an oral presentation
- -Present information visually through the use of tables, graphs, or illustrations
- -Explore uses of telecommunications and related services
- -Compose electronic mail correspondence
- -Identify acceptable business behavior through the study of interpersonal relationships
- -Demonstrate sensitivity in communicating with a diverse workforce
- -Sharpen decision-making and problem-solving skills
- -Produce an attractive job search portfolio including application form, letter, and resume

NOTE: If this course is to count for language arts credit, additional certification is required. See the Certification section of this handbook for complete information.

BUSINESS ECONOMICS

Prerequisite:	None
Levels:	11,12, Postsecondary
Length:	Semester/Year
Core Data Course Code:	034332
CIP Code:	52.9999

Description:

This course is designed to help students understand economic concepts necessary for their participation in a capitalist system as wage earners, business owners, producers, and investors. Basic economic concepts like supply and demand, competition, growth, and stability are emphasized. Topics include the government's role in the economy, the sharing of economic risks, and the effect of inflation and monetary policies on national and international economics. If it is not possible to offer a separate course in Business Economics, the related competencies should be addressed through integration into the current business education course offerings.

Competencies:

- -Evaluate production factors affecting supply and demand (e.g., economies of scale, technology)
- -Explain the benefits of absolute and comparative advantage (e.g., domestic, international)
- -Compare and contrast different types of business ownership (e.g., corporation, partnership, sole proprietorship)
- -Determine trade-offs and opportunity costs (e.g., utility functions)
- -Describe the impact of government regulations on the banking industry
- -Explain the law of supply and demand
- -Explain the role of credit in a market economy
- -Describe how imports/exports affect the balance of trade
- -Describe the role of businesses and individuals in the circular flow
- -Compare and contrast the national debt and the national deficit
- -Analyze stock market performance
- -Interpret economic data depicted through illustrations (e.g., tables, curves, graphs, ratios, percentages, indexes, values)
- -Explain the significance of economics in a chosen career path

BUSINESS MANAGEMENT

Prerequisite:	None
Levels:	11,12, Postsecondary
Length:	Semester
Core Data Course Code:	034301
CIP Code:	52.0201

Description:

This course is designed to help students develop an understanding of skills and resources needed to manage a business. Instruction includes a general overview of American business, forms of business ownership, personnel management, labor-management relations, public and human relations, taxation, and government regulations. The use of computers and software as tools in making business decisions in areas such as accounting, sales analysis, and inventory control is also introduced. The impact of new technology on the workforce is covered.

Competencies:

- -Classify the three types of business ownership available to American businesspeople
- -Describe how partnerships and corporations are formed
- -Differentiate between manufacturing and service businesses
- -Explain the common forms of business financing
- -Identify, compare, and contrast the different leadership styles of managers
- -Identify major causes of business failures
- -Explain the components and processes involved in developing a business plan
- -Understand the degree of government control over business
- -Describe the use of microcomputer technology in marketing research, sales analysis, accounting, and inventory control, including the need for accurate, up-to-date information
- -Understand the career opportunities available in business management and the technical skills, knowledge, educational levels, and attitudes needed
- -Develop personal qualities of self-esteem, leadership style, personal goals, and work ethic
- -Demonstrate appropriate interpersonal skills, including workplace diversity issues

BUSINESS ORIENTATION

Also Known As: Career Planning, Workplace Readiness, Career Exploration

Prerequisite:	None
Levels:	7, 8, 9, 10, 11, 12
Length:	Semester/Year
Core Data Course Code:	034300
CIP Code:	52.0408

Description:

This course is designed to help students explore various career opportunities, trends, and the future outlook for occupations. Learning is centered on identifying, developing, and applying job search and retention skills. Various types of career inventory, personality, and aptitude tests may be used. Introductory units in keyboarding, computer literacy, financial management, accounting, business law, and career exploration may be offered. Content and teaching strategies should reflect the level of student ability, particularly when offered to students in grades 11 and 12.

Competencies:

- -Identify sources of career information, including trends and future outlooks
- -Investigate the world of work and make initial preparations for a career
- -Demonstrate the skills necessary for being a member of an effective work team
- -Prepare a job campaign that includes a letter of application, resume, application form, and interview simulation
- -Develop and share leadership responsibilities, including the ability to resolve conflicts
- -Demonstrate correct techniques of keyboarding
- -Demonstrate knowledge of computer applications software
- -Demonstrate fundamental money management skills
- -Describe an individual's legal rights and responsibilities
- -List the elements of an enforceable contract

BUSINESS TECHNOLOGY

Prerequisite:	Keyboarding Applications
Levels:	11,12, Postsecondary
Length:	2 years - single period 1 year - double period or 1 year - single period
Core Data Course Code:	034330
CIP Code:	52.0408

Description:

This course is designed to help students develop the qualities, knowledge, and skills necessary for working in a business. Areas of study include exploring career opportunities, using written and oral communication, transcribing business letters, performing client-related services, making decisions and solving problems, processing information, using office procedures and organizational skills, and preparing a job portfolio. Personal development skills are integrated throughout the course.

Competencies:

- -Demonstrate self-management and professionalism, including interpersonal skills
- -Demonstrate appropriate written and oral communication skills
- -Demonstrate information processing and management skills over a variety of applications
  - *-Word/document processing*
  - *-Electronic visual presentations*
  - *-Dictation/transcription*
  - *-Records management*
- -Perform business management and support skills
  - *-Electronic calculator proficiency*
  - *-Correspondence processing*
  - *-Meetings and travel arrangements*
  - *-Identification of workplace trends/future*
- -Analyze business careers and prepare a career development plan
- -Prepare an employment portfolio
- -Identify and implement entrepreneurship awareness skills

COMPUTER BUSINESS APPLICATIONS

Prerequisite:	Keyboarding
Levels:	10,11,12, Postsecondary
Length:	Semester/Year
Core Data Course Code:	034352
CIP Code:	52.0407

Description:

This course is designed to teach concepts associated with business applications on the computer. Instructional units include operating microcomputer systems and software, using word processing and desktop publishing applications, performing database procedures, executing spreadsheet applications, and introducing telecommunications, career management, and entrepreneurial uses of computers and software.

Competencies:

- -Demonstrate basic operating procedures of hardware and software systems
- -Describe ethics related to duplication of copyrighted software programs
- -Master more advanced word processing procedures
- -Create a database file
- -Design and create spreadsheet applications for business use
- -Define terms related to desktop publishing and create publications
- -Demonstrate familiarity with telecommunications media and services
- -Analyze and identify business careers that utilize computer applications

COMPUTER PROGRAMMING

Prerequisite:	Keyboarding or Keyboarding Applications
Levels:	11,12, Postsecondary
Length:	Semester/Year
Core Data Course Code:	034302
CIP Code:	52.1202

Description:

This course is designed to develop skills in computer operations and programming. Instructional units include documentation and design tools, systems analysis and design, program design, BASIC programming language, RPG business application programs, tables and arrays, COBOL programming, C programming, and visual programming.

Competencies:

-Distinguish between structured and unstructured documentation
-Describe the procedures involved in the process of systems analysis and design
-Evaluate program design
-Write a modular program
-Write a program using nested IF statements and related statements
-Write a program using control break processing techniques
-Write an interactive program
-Write edit routines to create a sequential master file
-Write a sequential file update program

ENTREPRENEURSHIP

Prerequisite:	None
Levels:	10,11,12, Postsecondary
Length:	Semester
Core Data Course Code:	034305
CIP Code:	52.0201

Description:

This course is designed to provide students with the fundamental knowledge needed for organizing, developing, and implementing a business concern within the private free enterprise system. Topics of study will include learning the advantages and disadvantages of owning a business, choosing a location, securing a loan, determining organizational structure, and promoting the business.

Competencies:

- -Define, explain, compare, and contrast the characteristics and personality traits associated with entrepreneurs
- -Compare and contrast the main factors contributing to the success or failure of the different types of business concerns
- -Identify the steps involved in developing a business plan, including calculating start-up costs
- -Identify the advantages and disadvantages of the major types of ownership
- -Explain the different types and sources of financing available to the entrepreneur
- -Define the components of promoting a business, including community relations
- -Identify the importance of marketing, personnel, and financial management

INTERNATIONAL BUSINESS

Prerequisite:	None
Levels:	10, 11, 12, Postsecondary
Length:	Semester/Year
Core Data Course Code:	034391
CIP Code:	52.9999

Description:

This course is designed to introduce students to the global functions of business and the marketplace. Content includes career opportunities, global trade and communications, and multicultural topics. Computer skills and knowledge of a foreign language will add to the student's growth through this course. If it is not possible to offer a separate course in International Business, the related competencies should be addressed through integration into current business education course offerings.

Competencies:

- -Identify international opportunities for careers in business, including qualifications necessary for working outside the United States
- -Research and compare the differences in work environments and structures
- -Demonstrate an appreciation for social and cultural factors affecting global business
- -Identify resources for acquiring international information
- -Define concepts related to international marketing, economics, and finance
- -Describe major differences in international trade/import/export practices
- -Contrast differing global organizations and trade alliances and their impact on business practices

INTRODUCTION TO BUSINESS

Prerequisite:	None
Levels:	8, 9,10,11,12, Postsecondary
Length:	Semester/Year
Core Data Course Code:	034300
CIP Code:	52.0408

Description:

This course is designed to introduce students to how business functions in today's society and will provide a foundation for other business courses. Instruction includes a study of the free enterprise system, consumerism, insurance, taxation, banking, credit, investments, personal money management, and business terminology. Content and teaching strategies should reflect the level of student ability, particularly when offered to students in grades 11 and 12 and above.

Competencies:

- -Describe how businesses are organized and operated in today's economic system
- -Demonstrate consumer abilities in obtaining and using economic goods and services
- -Identify technology-related trends in the business arena
- -Assess and evaluate career opportunities, related career path requirements, technical skills, knowledge, educational preparation, and attitudes needed for success
- -Understand the role of financial institutions in the American economy and the financial services they offer
- -Explain the importance of budgeting money and of protection against risks of personal or property loss provided by insurance
- -List and use the basic principles of wise money investment
- -Demonstrate the ability to successfully complete tax-related documents and discuss the role of taxation in our economic system

KEYBOARDING

Prerequisite:	None
Levels:	Elementary, Middle, or Junior High School*
Length:	9 weeks
Core Data Course Code:	034390
CIP Code:	52.0408

Description:

This course is designed to introduce students to the touch operation of keyboard characters, correct key stroking, proper manipulation of operating parts, and care of equipment.

Competencies:

-Identify careers that utilize a keyboarding skill
-Operate an alphanumeric keyboard using the touch system
-Demonstrate proper fingering and correct techniques of keyboarding
-Locate and correct errors
-Demonstrate proper care of the equipment
-Demonstrate an appropriate skill level, given the intensity of instruction

* At grade levels where inputting is consistently utilized.

KEYBOARDING APPLICATIONS

Prerequisite:	Keyboarding
Levels:	10,11,12, Postsecondary
Length:	Year
Core Data Course Code:	034395
CIP Code:	52.0408

Description:

This course is designed to further develop keyboarding skills, including the use of appropriate word processing software. Learning is continued in the areas of proofreading and skill building in speed and accuracy. Emphasis will be placed on document processing and preparation, composition, and decision-making within the document preparation process.

Competencies:

- -Operate information processing equipment properly and efficiently
- -Organize materials and set work priorities
- -Exhibit advanced proofreading and editing skills
- -Produce mailable copy from rough draft, handwritten, and statistical documents
- -Demonstrate proficiency in composing at the keyboard
- -Demonstrate proficiency in decision-making in formatting a variety of document types
- -Letters, reports, tables, forms, and employment papers
- -Use reference manuals for both equipment and software
- -Demonstrate increased skills in speed and accuracy

MATHEMATICS IN BUSINESS/APPLIED MATH

Prerequisite:	None
Levels:	9,10,11,12, Postsecondary
Length:	Semester/Year
Core Data Course Code:	034322
CIP Code:	52.0408

Description:

This course is designed to improve computational skills and apply them to business situations. Areas of study include mathematical problems dealing with interest, percentages, notes, installment buying, insurance, depreciation, markup and markdown, payroll, and taxes. If it is not possible to offer a separate course in Mathematics in Business, the related competencies should be addressed through integration into the current business education course offerings.

Competencies:

- -Compare an estimated answer to a computed solution
- -Apply problem-solving processes to real-world situations
- -Determine and count back change to customers
- -Calculate markups and markdowns based on cost and selling price
- -Analyze business data using statistical functions (e.g., @, avg, sum, max, if)
- -Compute simple and compound interest
- -Calculate gross and net earnings and deductions
- -Develop a business plan
- -Prepare and interpret financial statements
- -Describe consequences of business closure and/or restructuring (e.g., liquidation, downsizing, bankruptcy)
- -Apply currency exchange rates

NOTE: If this course is to count for mathematics credit, additional certification is required. See the Certification section of this handbook for complete information.

RECORDKEEPING

Prerequisite:	None
Levels:	9,10,11,12
Length:	Semester
Core Data Course Code:	034345
CIP Code:	52.0408

Description:

This course will help students gain an insight into the organization, operation, and control of business through the use of fundamental recording activities. These activities include maintaining a petty cash fund, opening a checking account, endorsing and writing checks, reconciling a bank statement, computing payroll earnings, recording cash and charge sales, and understanding the concept of stock and inventory control through the use of recordkeeping. Maintaining personal records is also included.

Competencies:

- -Demonstrate the ability to maintain a petty cash fund and records
- -Open a checking account, endorse and write checks, and reconcile a bank statement
- -Maintain personal business records and prepare income tax returns
- -Compute total hours worked, gross earnings, deductions, and net earnings in payroll processing
- -Understand the concept of stock and inventory control through the use of proper recordkeeping and purchasing procedures
- -Open and maintain a customer account in a ledger and prepare the statement of account

SHORTHAND/NOTEHAND/SPEEDWRITING

Prerequisite:	None
Levels:	10,11,12, Postsecondary
Length:	Semester/Year
Core Data Course Code:	034370
CIP Code:	52.0401

Description:

This course is designed to develop a skill to record information from dictation and to transcribe that information into readable copy. An alphabetic or symbol shorthand system may be used.

Competencies:

-Write and read correct shorthand notes rapidly and accurately
-Transcribe shorthand notes rapidly and accurately
-Apply the skills of formatting, proofreading, error correction, spelling, word division, and punctuation to the transcription process
-Produce mailable copy from new-matter dictation
-Demonstrate the use of shorthand/notehand in various applications
-Identify career opportunities using shorthand/notetaking and understand the technical skills, knowledge, educational levels, and attitudes needed

SUPERVISED BUSINESS EXPERIENCE

Also Known As: Internship, Coop

Prerequisite:	Business Technology
Levels:	11, 12, Postsecondary
Length:	Year
Core Data Course Code:	034380
CIP Code:	52.1111

Description:

This course is designed to combine in-school instruction with employment in area businesses consistent with the student's career objective. The in-class instruction broadens the student's vocational knowledge, understanding, and judgment for the purpose of helping the student perform the job more effectively. The instructional program is planned and supervised by both the teacher-coordinator and employer.

Competencies:

- -Demonstrate skills and abilities appropriate to the student's career path cluster
- -Demonstrate acceptable business behavior through the study of interpersonal relations
- -Demonstrate the ability to meet business production standards while working under the pressure of time, interruptions, and changing priorities
- -Demonstrate oral and written business communication skills
- -Apply introductory computer concepts and knowledge of computer hardware and software to the business environment
- -Complete work reports; financial records; personal, individual, federal, and state tax forms; and related business forms
- -Develop work habits and attitudes necessary for individual maturity and job competence
- -Develop marketable skills in a laboratory setting

PROGRAM ARTICULATION

The National Advisory Council on Vocational Education defines articulation as the planned process within the education system that facilitates the transition of students between secondary and postsecondary levels of instruction and allows the students to move with continuity and without hindrance through levels of the education process.

The advantages of articulation include the following:

1. Increases visibility of programs
2. Improves quality of programs
3. Enhances recruiting and public relations
4. Prevents instruction duplication
5. Saves time by shortening learning period or reducing training time
6. Promotes efficient use of resources
7. Reduces cost to students
8. Improves communications with all groups involved
9. Helps students better understand career requirements and advantages of continuing education

ELEMENTS OF ARTICULATION

Strong leadership and commitment are required of all personnel involved in the articulation arrangement, including those at the top administrative levels. Respect for and trust among key persons in each organization are essential in the process. Communications should be open, frequent, and clear as all participants work to reach stated goals that have been defined by competency-based curricula.

Specific elements of articulation include:

1. Leadership and commitment from the top
2. Early faculty involvement
3. Relationships based on mutual respect and trust
4. Mutual benefits to all partners
5. Written articulation agreements
6. Open, clear, and frequent communications
7. Modest initial goals
8. Clearly defined responsibilities
9. Competency-based curricula
10. Common focus on mutual goals, rather than on individual motives

TYPES AND COMPONENTS OF AN ARTICULATION AGREEMENT

Articulation agreements are necessary for both institutions and business programs if curriculum coordination is to occur between secondary and postsecondary institutions. Most program coordination activities are designed to grant advanced standing in postsecondary programs for students who have

mastered certain lessons or competencies in high school. The postsecondary program is thus time-shortened, but the level of skill of postsecondary graduates may not be enhanced.

Components of an articulation agreement include:

Statement of purpose
- Who are the parties to the agreement? (Institutional)
- What are the purposes of the agreement? (Institutional)

Occupational program alignment
- What programs/disciplines will be addressed? (Institutional)
- What is the approved occupational task list? (Program)
- What competencies will be taught? (Program)

Student transition
- How will competency mastery be evaluated? (Program)
- How will competency mastery be documented, tracked, and communicated? (Program)

Facilities, equipment, staff
- What are the criteria for joint use of facilities, equipment, staff? (Institutional)
- What specific facilities, equipment, and staff will be shared? (Program)

Planning, evaluation, and program improvement
- What is the process for future program planning? (Institutional)
- How will the program be evaluated? (Institutional and Program)
- How will improvements be identified for the program? (Program)

Program costs
- What are the general program costs? (Institutional)
- What are the special program costs? (Program)

Signatures
- Presidents, Superintendents (Institutional)
- Directors, Deans (Programs)

Sample articulation agreements may be obtained by contacting the Business Education Section, DESE, P.O. Box 480, Jefferson City, MO 65102; (314)751-3484.

DELIVERY SYSTEMS

An effective and comprehensive business education program is the result of the collaboration of many people and organizations. It represents a broad and diverse discipline that is included in all types of educational delivery systems–elementary schools, secondary schools, postsecondary schools, colleges, and universities. Business education can begin at any level; it can be interrupted for varying periods of time, and it can be continued throughout the life span of an individual.

The provision of instruction for and about business education and to develop leadership is the collective responsibility of:

1. ***School administrators, boards of education, and legislators***: to ensure that the proper climate prevails and that funds are available for comprehensive, well-planned, well-equipped, and well-staffed business education programs.

2. ***Business and lay people***, functioning as advisory councils for the business program: to ensure that the needs and interests of the community are being considered and that the accomplishments of the program are being communicated to the public. The Partners in Education program is an excellent example of cooperative efforts in this area.

3. ***Students***, individually or as groups through classes and student organizations: to respond with an enthusiasm that will cause other students to see merit in the business education programs and activities.

4. ***Guidance counselors***: to actively and objectively portray the vocational and college preparatory opportunities in business education and the preparation for business and other careers, as well as the values of personal use and economic understandings available from business education.

5. ***Business teacher educators***: to prepare teachers who fully understand the purposes of business education and the characteristics of quality business education programs.

6. ***Business and education professional organizations***: to communicate the career potential and the personal and economic values of a business education.

7. ***Secondary and postsecondary faculties and administrators***: to promote and encourage enrollments in business education at all levels and to facilitate a reasonable and fair articulation of students among programs.

8. ***Business educators***: to take the initiative to ensure that promotional and informational efforts are formulated, implemented, coordinated, and evaluated.

Other resources available to business educators include:

1. A+ Schools Program coordinators
2. School-to-Work coordinators
3. Regional Tech Prep consortium staff
4. Student support personnel
   a. Vocational Resource Educators (VREs)
   b. Peer tutoring programs
   c. Community volunteers
5. Parents
   a. PTA and PTO organizations
   b. Parent volunteers

See the Equity section of this handbook for lists of additional support personnel.

BUSINESS PARTNERSHIPS

Business educators have historically fostered a close affiliation with business, industry, and government to guarantee that curriculum reflects current standards and techniques. Relevancy of the business environment is reflected in course content, teaching strategies, and educator professionalism. Effective involvement with the business world results when essential linkages are maintained. These linkages provide the needed access for interaction among business persons, educators, and students.

Benefits

The benefits provided by the partnerships are stated by the Policy Commission for Business and Economic Education (PCBEE).

1. **For the business educator:** opportunities to communicate positively the mission of business education, sources for upgrading and updating the knowledge of educators, and opportunities for consulting and interacting with employers.

2. **For the businessperson:** improved entry-level employees who possess useful and needed knowledge and skills, opportunities to utilize and blend the theoretical knowledge of educator consultants with the practical knowledge of businesspeople, and opportunities to exchange technical information and research results between business and education.

3. **For the student:** internships and cooperative education program opportunities, increased levels of relevancy in course work and other learning experiences that help lead to successful careers, and contacts and resources for future full-time employment.

(PCBEE Policy Statement No. 38).

REFERENCES

"Articulation Model." A handout produced by Missouri Department of Elementary and Secondary Education, 1988.

Policies Commission for Business and Economic Education. This We Believe About the Role of Education in the Comprehensive High School. (Policy Statement #37.) Reston, VA: Policies Commission for Business and Economic Education, 1985.

Policies Commission for Business and Economic Education. This We Believe About Linkages with Business. (Policy Statement #38.) Reston, VA: Policies Commission for Business and Economic Education, 1985.

Policies Commission for Business and Economic Education. This We Believe About the Role of Business Education in Technology. (Policy Statement #53.) Reston, VA: Policies Commission for Business and Economic Education, 1993.

Policies Commission for Business and Economic Education. This We Believe About the Role of Business Education in Tech Prep. (Policy Statement #55.) Reston, VA: Policies Commission for Business and Economic Education, 1994.

Policies Commission for Business and Economic Education. This We Believe About the Evolving Vision of Education For and About Business. (Policy Statement #57.) Reston, VA: Policies Commission for Business and Economic Education, 1995.

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SUPERVISED BUSINESS EXPERIENCE PROGRAMS

OVERVIEW

The supervised business experience (SBE) program is a learning experience that provides both classroom instruction and on-the-job work experience to develop further occupational competency. Through the cooperative efforts of the teacher-coordinator and the on-site employer, the student receives vocational instruction and on-the-job training related to his/her individual career goals. With the cooperative arrangement, employment becomes an integral part of the educational program, and school credit is given for employment.

SBE training involves students enrolled in approved vocational education programs. Students participating in SBEs are expected to perform productive work during their off-campus experience and receive pay for it. The students are usually covered by the employers' workers' compensation insurance and general liability insurance.

The program must be well-planned and adequately supervised by school district personnel to ensure the school district's eligibility for state and federal funds and to justify the awarding of credit to participating students. SBE programs may also become an important part of school and district school-to-work programs.

REQUIREMENTS AND RECOMMENDATIONS

Instructional Program

1. To be eligible for off-campus programs, students must
   a. be 16 years old or older;
   b. be juniors or seniors in high school (according to local policy);
   c. be enrolled in daily related classroom instruction that is a part of the school district's regular program;
   d. have completed one business education course;
   e. have maintained at least a 2.0 grade average;
   f. have satisfactory school attendance and disciplinary records.
2. There must be at least 10 enrollees in a class before the local district will receive reimbursement.
3. Students should be scheduled for a minimum of 10 hours of work per week (preferably 15).
4. The vocational business in-class instruction and on-the-job training serve jointly to contribute to the student's employability. There must be a close relationship maintained between the vocational instruction and occupational experience. The teacher-coordinator who provides related in-class instruction must also coordinate the students' on-the-job training.

Curriculum Content

All SBE students receive general occupational instruction and specific occupational instruction. In addition, SBE students receive instruction that applies to their own training jobs. The business education competency profiles developed in conjunction with the Missouri Department of Elementary and Secondary Education (DESE) should be consulted for suggested curriculum content. They are available from the Instructional Materials Laboratory, 2316 Industrial Drive, Columbia, MO 65202; (800)669-2465.

On-the-Job Training

1. Each student will be placed in a training station that directly contributes to the development of the competencies necessary for successful employment in his/her chosen occupational field.
2. The teacher-coordinator shall receive one hour of release time per 12-15 students for coordination of the on-the-job training. In addition, it is recommended that the coordinator shall have an extended employment contract for training station development, training plan negotiation, and placement of students in training stations. A 10-month contract is recommended.
3. The teacher-coordinator who provides related in-class instruction must also coordinate the students' on-the-job training.

Teacher-Coordinator Qualifications

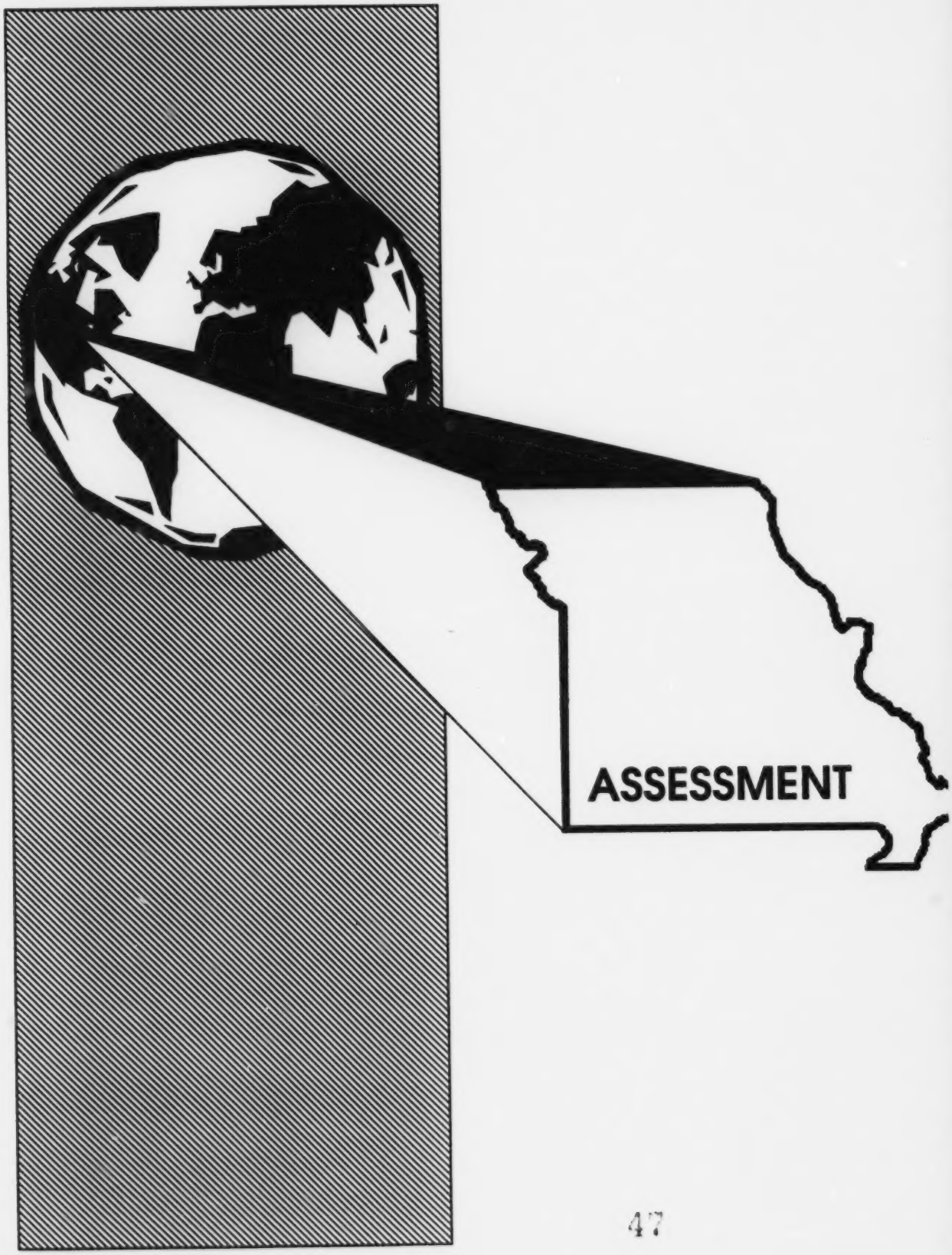
Individuals employed to teach in a vocationally reimbursed SBE program must meet the vocational business certification requirements and complete a course in coordination of cooperative education. See the Certification section of this handbook for further details.

Resources

A Supervised Business Experience Handbook, similar to this handbook, is available from the Instructional Materials Laboratory, 2316 Industrial Drive, Columbia, MO 65202; (800)669-2465. It contains further detail on the topics mentioned above, as well as additional information for those responsible for administrating an SBE program.

Application Process

To receive an application form for starting a supervised business experience program, contact the Business Education Section, DESE, P.O. Box 480, Jefferson City, MO 65102; (573)751-3484. All requests for vocationally funded programs must be approved prior to March 1 for the next school year.



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ASSESSMENT

STUDENT EVALUATION

Vocational Instructional Management System (VIMS)

The watchwords in today's business world are efficiency and productivity. The "Vocational Instructional Management System" (VIMS) was adopted by the Missouri State Board of Education in 1982 as a practical means of defining objectives for teaching, recording the progress of individual students toward the objectives, and reporting student achievement in terms of the objectives.

The mission of vocational education is to help learners acquire the knowledge, skills, and attitudes necessary for success in the working world. VIMS is simply a systematic, common-sense approach to defining and measuring the broad-based knowledge, skills, and attitudes that students need to acquire as preparation to enter a variety of occupational areas.

As one method of instructional management, VIMS is based on a large body of educational research that can be summarized in two basic premises:

1. All students can learn what is expected of them to a satisfactory level--if educators believe they can and if the school is organized to provide the time and resources they need for learning.
2. To steadily progress toward high expectations and to be self-motivated to continue learning, students must spend more than half their time working on tasks at which they experience a high degree of success.

These two principles–(1) varying time rather than the achievement level for each student and (2) individualizing instruction to the extent that each student is able to experience more success than failure–introduce so many variables into the teaching process that some type of management system is imperative.

The Department of Elementary and Secondary Education (DESE) believes the VIMS concept is a workable, effective way of organizing vocational education programs so that productivity and accountability are "built in." It is not a curriculum or a prescribed way of teaching, but a flexible approach with advantages for everyone–instructors, students, parents, administrators, board members, employers, and members of vocational advisory committees.

The VIMS process is based on six basic components:

1. Program Goal
2. Occupational/Job Analysis (Duties and Tasks)
3. Performance Objectives (knowledge, skills, and attitudes)
4. Instructional Delivery Methods
5. Competency Measures (Written or Performance)
6. Competency Profiles (Recordkeeping System)

One of the important aspects of competency-based vocational instruction is the specification of competencies that a student is to achieve. In order to communicate and keep track of a student's progress on these competencies, a form that is called a competency profile can be used. This form basically contains a list of the competencies (tasks) for a specific program or course, along with other information,that gives an overall picture of the student to prospective employers, parents, and other educators.

There are many uses for competency profiles in vocational education. A competency profile

1. provides the school with a reporting system for vocational programs that supplements the present grading system;
2. provides parents with a record so that they can trace their child's progress on individual tasks;
3. provides the student and educator with an individual profile of where the student stands in achieving the competencies of a course or program;
4. assists school personnel and students in the job placement process;
5. provides specific information for prospective employers in the hiring of vocational graduates;
6. provides specific information that will help employers determine the future training needs of newly hired vocational students;
7. provides a vocational program description that can assist school personnel and students in course selection; and
8. provides schools with a public relations instrument for information relating to specific vocational programs.

See the end of this section for a sample profile.

Vocational Administration Management System (VAMS)

The Vocational Administrative Management System (VAMS) is a computer-based management information system designed for use in Missouri vocational schools. Using IBM computers, vocational school staff can use VAMS software along with a printer and scanner to manage the following three kinds of administrative and instructional information:

1. Useful administrative information about students and staff
2. Information about the overall operation of the school
3. Performance-based information about the school's instructional program and students' mastery of behaviorally defined job skills.

VAMS uses computer technology to solve an age-old problem–saving and selectively retrieving information in a useful form. In a school, the information exists in a variety of forms: "directories" (e.g., a directory of all students and staff); lists (materials, equipment, a class, objectives, etc.); or various kinds of "files" of related items.

PROGRAM EVALUATION (MSIP)

Evaluation of business education programs follows the standards established by the **Missouri School Improvement Program** (MSIP). MSIP is designed to promote excellence in the public schools of the state.

Vocationally approved and funded business education courses must meet specific standards. Those standards are:

1. Vocational education is an integral component of the district's educational program.
2. Competency-based curriculum has been implemented to meet the diversified needs of all students and prepare them for entry into the workplace and/or continued education.
3. Vocational student organizations are in place as intracurricular instructional methods.
4. Vocational education programs provide students with assistance in the transition to the workplace and/or continued education.
5. The district implements an accountability system to assess student progress and program effectiveness.

Several types of evidence should be collected throughout the school year as a part of preparing for MSIP evaluation and onsite visits. Vocational business educators should provide evidence of:

1. The curriculum guides for each vocational education program/course including:
   a. Statement of philosophy
   b. Measurable program/course objectives
   c. Learner outcomes (competencies)
   d. Instructional/teaching plan
   e. Student outcomes measurement procedures/instruments
2. A recordkeeping system to record student outcomes mastery
3. Course description booklets/documents for the entire institution, including vocational education courses
4. Secondary educator schedules
5. Printouts of core data courses and assignment screens and educator screens for each vocational education educator
6. Listings of supportive services provided for students enrolled in vocational education programs/courses
7. The results of labor market and student needs assessments (survey information, collected data, etc.)
8. Membership rosters of all vocational student organizations (e.g., FBLA/PBL)
9. The current program of work for all vocational student organizations (see the appendices of this handbook for an FBLA sample program of work)
10. All documents used with any off-campus education programs, including:
    a. Application
    b. Student selection criteria
    c. Training plans/agreements
    d. List of training stations
    e. Supervision procedures
    f. Description of student experiences, activities, and/or outcomes
11. Vocational education advisory committee(s) membership roster and minutes of meetings
12. Vocational education program/course evaluation plans and latest reports
13. Vocational education student follow-up data
14. Long-range plans for vocational education program improvement
15. Copies of any articulation agreements with postsecondary institutions

Any questions concerning MSIP evaluation and supporting materials should be directed toward the Business Education Section, DESE, P.O. Box 480, Jefferson City, MO 65102-0480; (573)751-3484.

Name: _____ **Business Technology** 20-2018-C

Directions: Evaluate the student by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect **employability readiness** rather than the grades given in class.

Rating Scale:
3 Mastered - can work independently with no supervision
2 Requires Supervision - can perform job completely with limited supervision
1 Not Mastered - requires instruction and close supervision
N No Exposure - no experience or knowledge in this area

6/94

Note: Duty bands and competencies do not need to be taught in any particular order. Self management and professionalism, interpersonal skills, career management, and entrepreneurship awareness should be integrated throughout the course. Competencies completed will depend on the length of the course. Duty bands A, B, F, and G are also included on the Computer Business Applications profile as duty bands A, B, J, and K.

3	2	1	N	**A. Self Management and Professionalism**
				1. Develop a self-improvement plan
				2. Organize work space
				3. Prioritize and schedule responsibilities
				4. Manage stress
				5. Demonstrate professional appearance
				6. Demonstrate appropriate business behavior (domestic/international)
				7. Utilize resources
				8. Apply decision-making skills to problem solving
				9. Display reliability
				10. Display initiative
				11. Display honesty and integrity
				12. Display adaptability
				13. Describe workplace loyalty
				14. Evaluate work quality against standards
				15. Participate in leadership activities in Future Business Leaders of America/ Phi Beta Lambda
				Others (specify):
				_____
				_____

3	2	1	N	**B. Interpersonal Skills**
				1. Demonstrate positive behavior for direction, criticism, and comment
				2. Describe/work within organizational structures (chain of command)
				3. Participate as a member of work teams
				4. Assist co-workers
				5. Exhibit leadership skills in problem solving
				6. Respect beliefs, opinions, and rights of others
				7. Provide service to internal/external customers (domestic/international)
				8. Listen effectively
				9. Demonstrate and interpret non-verbal communication
				Others (specify):
				_____
				_____

3	2	1	N	**C. Communication Skills**
				1. Follow instructions
				2. Choose appropriate language (non-gender specific, without cultural bias)
				3. Use the telephone to access information (domestic/international)
				4. Use appropriate telephone skills in answering and placing telephone calls
				5. Give and take accurate messages (telephone or in person)
				6. Organize, send, and receive facsimile (FAX) communication
				7. Use e-mail to organize, send, and receive messages and related information
				8. Use voice mail to give, receive, and route information
				9. Compare communication services
				10. Use correct grammar, spelling, and punctuation for written communication
				11. Compose business correspondence
				12. Edit to produce mailable copy
				13. Use professional and technical references
				14. Present information orally
				Others (specify):
				_____
				_____

3	2	1	N

D. Processing/Managing Information

1. Organize, key, and format business documents
2. Compare the features of different word processing software packages
3. Use basic features of word processing software (tab, block, move, copy) to prepare business related documents
4. Use advanced features of word processing software (tables, merge, graphics, etc.)
5. Enter and revise information on spreadsheets
6. Design spreadsheets
7. Prepare charts, graphs, and other graphic material
8. Enter and revise information into databases
9. Access and extract data from databases
10. Design databases (structure, format, attributes)
11. Integrate files from different software packages
12. Use operating system commands
13. Manage disk directories
14. Produce documents using desktop publishing software
15. Access and utilize information services (electronic bulletin boards)
16. Scan text and graphics for documents
17. Utilize electronic forms
18. Develop and implement data backup procedures
19. Prepare electronic visual presentations
20. Describe the electronic information cycle (input, processing, output, storage, retrieval)
21. Produce business documents from dictated material
22. Demonstrate legal and ethical software/data management
23. Use appropriate business/technology vocabulary
24. Describe computer components
25. Describe features of computer networks
26. Analyze the need to upgrade computer hardware and software

Others (specify):

_____

_____

3	2	1	N

E. Business Management/ Support Skills

1. Operate calculator to perform basic mathematical functions
2. Compare business equipment (i.e., copy machines, FAX machines, computers, calculators) for purchase
3. Identify equipment maintenance procedures
4. Process outgoing mail
5. Process incoming mail
6. Index, code, cross-reference, file, and retrieve records
7. Manage filing systems
8. Maintain supply inventory
9. Apply ergonomic principles to work environments
10. Arrange business travel
11. Schedule meetings and events
12. Process forms related to product-to-client transactions
13. Identify future workplace trends

Others (specify):

_____

_____

3	2	1	N

F. Career Management

1. Analyze business careers
2. Prepare a career development plan (i.e., goals, self improvement, continuing education, advancement)
3. Locate job leads
4. Compose employment related correspondence
5. Prepare an interview portfolio
6. Select and research a potential employer
7. Secure permission to use a reference
8. Prepare a resume
9. Make an inquiry (oral or written) about an advertised job
10. Complete a job application form
11. Complete employment tests
12. Participate in an interview for a job
13. Compare job benefits
14. Describe rights and responsibilities of employees and employers
15. Adhere to workplace values and ethics
16. Describe job keeping skills (discretion, confidentiality, dependability, tact, punctuality, pride in quality work, etc.)
17. Describe performance evaluation instruments
18. Prepare for job separation

Others (specify):

_____

_____

3	2	1	N

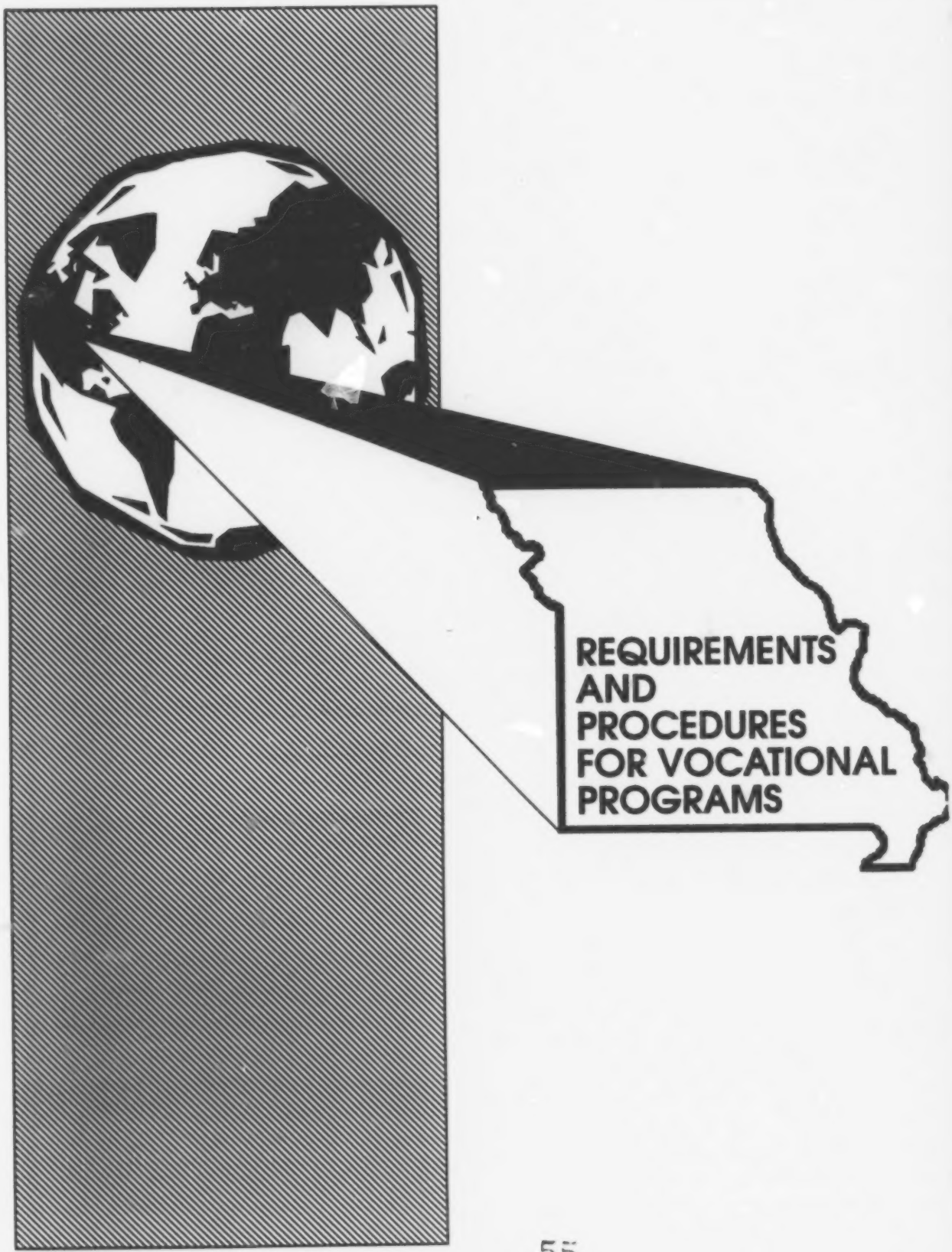
G. Entrepreneurship Awareness

1. Describe characteristics of a free enterprise economic system (i.e., ownership of property, profit motive, risk taking, competition, supply and demand)
2. Describe forms of business ownership (i.e., sole proprietorship, partnership, corporation, cooperative)
3. Describe advantages and disadvantages of small business ownership
4. Identify steps necessary to start a business (i.e., evaluate need, site selection, marketing plan, financial plan, management plan)

Others (specify):

_____

_____



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REQUIREMENTS AND PROCEDURES FOR VOCATIONAL BUSINESS PROGRAMS

OVERVIEW

The Missouri State Plan for Vocational Education makes financial provisions for approved secondary, postsecondary, and adult vocational business classes. Partial salary reimbursement for the instructor and equipment monies for approved secondary and postsecondary vocational programs are also available. Inventory must be maintained for equipment purchased with vocational monies.

APPLICATION FOR VOCATIONAL FUNDING

Districts that would like to apply for an approved vocational program must prepare and submit to the Department of Elementary and Secondary Education (DESE) an Application for Expanding and New Regular Vocational Programs (FV-3) on or before March 1 prior to the fiscal year in which the program will start. A minimum of 10 enrollees is required to approve a program for funding. An example of a completed application is available upon request from the Business Education Section, DESE, P.O. Box 480, Jefferson City, MO 65102; (573)751-3484. (See the appendices of this handbook for guidelines for preparing an FV-3 application form.)

APPROVED COURSES

High Schools. In comprehensive high schools, business technology (CIP Code 52.0408) is the first program to be approved. One or two periods of business technology may be offered. Local districts have the flexibility of offering one period for eleventh grade students and an additional period for twelfth grade students, or one or two periods in one year for both eleventh and twelfth grade students. One preparatory unit of business instruction is required of students enrolled in business technology.

After one or two periods of business technology are operating, a supervised business experience program (CIP Code 52.1111) may be approved. Students enrolled in the supervised business experience program should be currently enrolled in or have previously completed the business technology program. A minimum of 10 enrollees is required to be eligible for reimbursement.

Area Vocational Schools. Courses approved at area vocational schools include business technology (CIP Code 52.0408), supervised business experience (CIP Code 52.1111), accounting I and II (CIP Code 52.0302), computer programming (CIP Code 52.1299), and computer business applications (CIP Code 52.0407). Course scheduling may be one, two, or three periods, depending upon the needs of the district and its participating sending schools. One preparatory unit is required of students enrolled in any approved vocational business class. (See the appendices of this handbook for a directory of area vocational schools.)

Postsecondary Institutions. Business courses that have been approved by the Coordinating Board of Higher Education and that lead to a one- or two-year certificate or associate degree may receive vocational business funding.

Adult Program Offerings. A portion of an adult education instructor's salary may be reimbursed through vocational business funds. A course outline must be submitted to the Business Education Section of DESE. A minimum of 10 students must be enrolled in the class before reimbursement will be granted. As soon as the course outline has been approved and the minimum number of people have enrolled in the class, a Budget for Salaries for Vocational Programs form (FV-1) should be submitted for reimbursement.

EQUIPMENT FUNDING

Monies are available on a 50 percent matching basis (50 percent local district reimbursement and 50 percent state reimbursement) to purchase equipment, software, and approved work stations for vocational business programs. A minimum unit price of $100 is required for reimbursement.

To purchase equipment, an Application for Authorization to Purchase Equipment form (FV-4) should be sent to the Business Education Section of DESE on or before July 1 each year. The form will be processed and sent back to the superintendent with approval for purchase. The district has until June 30 of the following year to purchase the approved items. Once the purchase has been completed, the district should send a Reimbursement Request for Approved Vocational Education Expenditures form (FV-2) to the Business Education Section. Copies of invoices and equipment serial numbers must accompany the FV-2 form. (See the appendices of this handbook for copies of the FV-2 and FV-4 forms and for examples of the completed forms.)

VOCATIONAL ENHANCEMENT GRANTS

In an effort to further enhance the quality of vocational education in the state of Missouri, the Outstanding Schools Act of 1993 includes provisions for grants to public high schools, vocational-technical schools, and community colleges solely for the purpose of new programs, curriculum enhancement, equipment, and facilities. Grants are awarded under three conditions:

1. Seventy-five percent of grant funds shall be expended for new programs, curriculum enhancement, or instructional equipment that addresses demand occupations that have been determined to be in critical shortage. The remaining twenty-five percent may be used for these purposes, as well as for facility improvement.
2. An advisory committee with no fewer than 12 members shall be established by each eligible institution prior to the grant being awarded.
3. A detailed budget shall be developed covering all major expenditure categories and itemizing all equipment purchases.

Grant proposals are due by March 31 and should be sent to: Coordinator of Vocational Education, DESE, P.O. Box 480, Jefferson City, MO 65102-0480; (573)751-3500. Grant awards will be effective July 1 of each year.

INVENTORY

The local educational agency (LEA) keeps and controls property needed for the projects of vocational education programs. Accurate inventory information may be recorded on inventory sheets or in computer files. The inventory information must be available for review and evaluation.

1. Property records shall be maintained accurately. For each item of equipment, the records shall include:
   a. A description of the equipment, including manufacturer's model number, if any;
   b. An identification number, such as the manufacturer's serial number;
   c. Identification of the grant under which the recipient acquired the equipment;
   d. The information needed to calculate the federal or state share of the equipment;
   e. Acquisition date and unit acquisition cost;
   f. Location, use, and condition of the equipment and the date the information was reported; and
   g. All pertinent information on the ultimate transfer, replacement, or disposition of the equipment.

Sample inventory card for local agency:

Program area _____ Item name _____
Room number _____ Model number _____
Purchase date _____ Cost _____ Serial or ID No. _____
Reimbursement % _____ Program _____
Condition of equipment codes: 1-Excellent, 2-Good, 3-Needs repair, 4-Beyond repair, 5-Obsolete, 6-Missing

Condition/Date: _____ Checked by Whom: _____ Disposition data: _____
_____
_____
_____

2. A physical inventory of equipment shall be taken and the results reconciled with the property records at least once every two years to verify the existence, current utilization, and continued need for the equipment. Any differences between quantities determined by the physical inspection and those shown in the accounting records shall be investigated to determine the causes of the differences.
3. A control system shall be in effect to ensure adequate safeguards to prevent loss, damage, or theft of the equipment. Any loss, damage, or theft of equipment shall be investigated and fully documented. The results of the investigation shall be recorded on a Loss of Equipment Purchased With Vocational Funds form and mailed to the Business Education Section of DESE. These forms are available from the Business Education Section, DESE, P.O. Box 480, Jefferson City, MO 65102; (573)751-8679.
4. Adequate maintenance procedures shall be implemented to keep the equipment

4. Adequate maintenance procedures shall be implemented to keep the equipment in good condition.

The recipient, or sub-grantee in cases of vocational education programs, is the local agency; therefore, the policies and procedures as described apply directly to the agency if purchases have been made using federal funds. Most equipment is now purchased with 50 percent state/50 percent local money; however, the federal guidelines still apply.

Rights to require transfer of equipment are held by DESE. For items of equipment having a unit acquisition cost of $1,000 or more that were purchased with federal funds, DESE shall have the right to require transfer of the equipment to the Federal Government or to another eligible recipient should a program or project be terminated or should the equipment no longer be needed in the program or project.

When a district wishes to replace equipment, the district shall contact the Business Education Section of DESE for instructions. Normally, equipment may be exchanged for replacement equipment if needed. The replacement may take place either through trade-in or through sale, and application of the proceeds will be made to the acquisition cost of the replacement equipment.

To dispose of unwanted equipment, the district shall contact the Business Education Section of DESE for instructions. Proper sales procedures shall be established for obsolete equipment. Prior authorization must be obtained from DESE before a district disposes of equipment in which there is a state or federal interest.

Lost, stolen, or destroyed equipment items shall be reported to the Business Education Section of DESE. This pertains to items with a unit cost of $200 or more. In the event that this happens, districts shall complete a Report of a Loss of Equipment Purchased with Vocational Funds form that is available from the Business Education Section, DESE, P.O. Box 480, Jefferson City, MO 65102; (573)751-8679.

STATE POLICIES AND PROCEDURES

The State Office will maintain on file:

1. Reimbursement Request for Approved Vocational Education Expenditures forms (FV-2s) and invoices for a period of five years
2. Evaluation comments on individual district equipment management procedures
3. A master list of equipment items costing $200 or more. These are permanent continued-interest items that will remain on record until disposed of by the LEA.
4. A list, by year, of items costing less than $200 but more than $50. These lists will be kept for a period of five years. These are temporary (five years) continued-interest items. By eliminating the five-year-old list each year, the state files will contain only continued-interest items.

Evaluation review shall include the determination that

1. the local district has an inventory system in place;
2. the continued-interest items (equipment items costing $200 or more) are clearly identified on the local records;
3. the location and condition of equipment items are accurate on the local records; and
4. the local records indicate that a physical inventory is taken at least every two years.

It is the responsibility of the state evaluator to comment in writing to the proper section regarding any discrepancies that are found. The section will then contact the district to determine what changes should be made.

IDENTIFICATION TAGS

Inventory labels will be furnished to the local district for use in identifying equipment purchased with vocational reimbursement funds. Identification numbers may be assigned by the local district to meet its system needs; however, a tag number will still be assigned by DESE. The labels are sent to the district in the year following documentation of the purchase of equipment.

PROGRAM EXPANSION

Districts that want financial support to expand or develop new regular vocational programs must prepare and submit to the director of the Business Education Section an application on or before March 1 prior to the fiscal year in which the program will start. (See the appendices of this handbook for guidelines for preparing an Application for Expanding and New Regular Vocational Programs form (FV-3).)

Districts that want to expand the number of sections of an approved vocational course should send a letter of notification to the director of the Business Education Section on or before March 1 prior to the fiscal year in which the expansion will start. The vocational educator's salary reimbursement is affected by the number of sections of vocational classes.

PROGRAM REACTIVATION

The superintendent should contact the Business Education Section director on or before March 1 to request that a vocational program be reactivated. If the program has been inactive more than three years, an Application for Expanding and New Regular Vocational Programs form (FV-3) must be submitted on or before March 1 prior to the fiscal year in which the program will start. (See the appendices of this handbook for guidelines for preparing an Application for Expanding and New Regular Vocational Programs form (FV-3).)

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CERTIFICATION

SECONDARY CERTIFICATION (Grades 7-12)

In addition to the general education and professional requirements common to all secondary certificate requirements, business education certification candidates must have the following minimum semester hours in each subject area:

Typewriting	5
Shorthand	5
Accounting	5-6
Economics	2-4
Business or Consumer-Related Law	2-4
Business Communications	2
Computer Instruction (including Word Processing Applications)	5
Electives in Business	0-4
Minimum Total Hours	30

It is not necessary for educators to meet the shorthand requirement if they wish to teach only those business education subjects in which shorthand is not involved. They must have at least 30 hours in business education and meet the requirements in the courses for which certification is desired. The minimum 30 semester hour requirement must be met. If a student has been excused from a beginning typing or shorthand course on the basis of proficiency tests, the transcript must so indicate. All certification candidates must have a grade point average of at least 2.5 on a 4.0 scale in the subject area.

PC I (Professional Certificate I)

Educators who hold this three-year certificate are required to

1. participate in an entry-year mentor program;
2. develop and implement a professional development plan;
3. complete 30 clock hours of inservice training;
4. participate in performance-based educator evaluations;
5. participate in a beginning-educator assistance program at a college or university; and
6. complete three years of approved teaching experience.

The PC I is non-renewable; requirements must be satisfied to upgrade to the PC II level. If requirements cannot be met, an extension or reissue may be granted.

PC II (Professional Certificate II)

Educators who hold this seven-year certificate are required to

1. continue following a professional development plan;
2. complete 30 additional clock hours of inservice training;
3. complete 12 semester hours of academic credit*; and
4. complete seven years of approved teaching experience.

Educators may renew the PC II an unlimited number of times by repeating the requirements every seven years.

* Educators who have earned a master's degree in education or in an area of certification are exempt from the 12-semester-hour requirement.

CPC (Continuous Professional Certificate)

This ten-year certificate is issued to those who

1. complete all requirements at the PC II level;
2. have a minimum of ten years of approved teaching experience;
3. have a master's degree in education or in an area of certification.

Educators may renew the CPC an unlimited number of times by submitting a written request to the state's teacher certification office.

VOCATIONAL CERTIFICATION

Secondary

A vocational certificate is required for secondary educators who are employed to teach in a vocationally-reimbursed business program. These individuals must meet the following requirements to receive a five-year certificate:

1. **B.S. degree in business education;**
2. 4,000 hours of non-teaching work experience or a master's degree and 2,000 hours; and
3. Eight semester hours in the following vocational education areas:
   - -adult education
   - -coordination procedures
   - -curriculum development in business education
   - -occupational analysis
   - -organization and administration of business education
   - -vocational guidance
   - -vocational philosophy

No more than three semester hours can be counted in each of the above areas. Summer workshops, which are conducted at seven state universities or other sites, may be counted toward hours of work experience or toward course deficiencies, depending upon course content. In addition, a supervised business experience coordinator must have completed a course in coordination procedures. Course work must be validated by a transcript. See the appendices of this handbook for a list of state colleges and universities that offer approved vocational business courses.

To maintain the five-year renewable certificate, the instructor must attend three MVA/MBEA summer conferences during the five-year period. Attendance records at each MBEA session are kept on file to verify conference attendance.

To receive a two-year temporary vocational business certificate, an instructor must have completed a B.S. degree and have some non-teaching work experience. This certificate can be re-issued two times for a maximum of six years. **A certificate is *not* issued in advance of employment to teach a vocational business class.**

A copy of the Application for a Vocational Certificate may be found in the appendices. To obtain additional copies of the application, contact the Business Education Section, Department of Elementary and Secondary Education (DESE), P.O. Box 480, Jefferson City, MO 65102; (573)751-3484.

Postsecondary and Adult Certification

A vocational certificate is required for postsecondary and adult education educators who are employed to teach full time in a vocationally-reimbursed business program. These individuals must meet the following requirements to receive a five-year certificate:

1. **B.S. degree in an appropriate major;**
2. 4,000 hours of non-teaching work experience or a master's degree and 2,000 hours; and
3. Eight semester hours in the following vocational education areas:
   - -adult education
   - -coordination procedures
   - -curriculum development in business education
   - -occupational analysis
   - -organization and administration of business education
   - -vocational guidance
   - -vocational philosophy

No more than three semester hours can be counted in each of the above areas. Summer workshops, which are conducted at seven state universities or other sites, may be counted toward hours of work experience or toward course deficiencies, depending upon course content. In addition, a supervised business experience coordinator must have completed a course in coordination procedures. Course work must be validated by a transcript. See the appendices of this handbook for a list of state colleges and universities that offer approved vocational business courses.

To maintain the five-year renewable certificate, the instructor must attend three MVA/MBEA summer conferences during the five-year period. Attendance records at each MBEA session are kept on file to verify conference attendance.

To receive a two-year temporary vocational business certificate, an instructor must have completed a B.S. degree and have some non-teaching work experience. This certificate can be re-issued two times for a maximum of six years. **A certificate is *not* issued in advance of employment to teach a vocational business class.**

A copy of the Application for a Vocational Certificate may be found in the appendices. To obtain additional copies of the application, contact the Business Education Section, Department of Elementary and Secondary Education (DESE), P.O. Box 480, Jefferson City, MO 65102; (573)751-3484.

Part-time postsecondary and adult education business instructors must have skills in the job area taught, have knowledge of the various effective methods of presentation, and have on-the-job experience. Certificates are not issued to part-time instructors. An Application for Approval of Short-Term Post-Secondary Instructor form is submitted with the Budget for Salaries for Vocational Programs form (FV-1).

Middle School Certification (Grades 5-9)

Current business educators who have teaching certificates for grades 7-12 may teach business courses in departmentalized programs to students in grades 5-9.

Any currently certified business educators (grades 7-12) who would like to obtain an adjustment on their certificates to include the middle school grade ranges of 5-9 must meet the following requirements before September 1, 1997:

1. Complete a minimum of eight semester hours of instruction in middle school philosophy/organization, middle school curriculum/instruction, and middle school psychology;
2. Provide an official transcript of attainment of the minimum credit hours;
3. Obtain endorsement of the institution providing services under this program recommending adjustment of the grade range.

APPLIED ACADEMIC CERTIFICATION

Districts may grant academic credit for Applied Academic courses utilizing the nationally-developed Applied Academic Curricula. Business educators may become certified to teach Applied Communications, Applied Mathematics, or Principles of Technology for academic credit by following these guidelines:

1. Possess teaching certification in the subject area of the applied course being taught.
2. For vocational educators, possess a five-year vocational education teaching certificate, in addition to the additional course requirements outlined below.
3. Complete at least nine semester hours of transcripted college hours in the applied curricular field from a postsecondary institution approved by DESE or the Coordinating Board for Higher Education or contained within the U.S. Department of Education's Directory of Postsecondary Institutions.

The nine hours required for each area are:

Applied Communications

1. Three hours of coursework in technical writing
2. Three hours of coursework in business communications
3. Three hours of coursework in speech

Applied Mathematics

1. Three hours of coursework in algebra
2. Three hours of coursework in geometry
3. Three hours of coursework in trigonometry

Principles of Technology

1. Three hours of coursework and laboratory experience in introductory physics
2. Three hours of coursework and laboratory experience in electrical/magnet systems
3. Three hours of coursework and laboratory experience in mechanical systems

Acceptable evidence of completed requirements must be supplied to the Supervision of Instruction Section, DESE, for approval. For technical assistance and more information, contact the Division of Vocational and Adult Education, DESE, P.O. Box 480, Jefferson City, MO 65102; (573)751-7764.

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PROFESSIONAL DEVELOPMENT

OVERVIEW

Each business educator is responsible for his/her individual professional development. Professional growth may be achieved by business educators through organizations, publications, meetings, conferences, continuing education, and work experience in business.

Professional development is the continual process of acquiring knowledge, skills, and insights that result in the improvement of professional practice. For business educators, the three dimensions of professional growth are education, which means search for accurate knowledge about their discipline; continued refinement of their teaching skills and practices through advanced study and in-service education; and service to professional and community organizations.

Professional development begins with self-analysis and establishment of short- and long-term goals based on needs and priorities in the context of community and educational delivery system responsibilities. Business educators have an obligation to keep informed of new developments and trends affecting business and education. They must become familiar with and contribute to professional organizations whose work has implications for business education, as well as establish and maintain strong connections with business and industry in their community. These ties assist in continuous program development and refinement, which assures that educational institutions are assisting students to acquire the knowledge, skills, and abilities needed in today's ever-changing workplace.

More specifically, professional growth requires that business educators

1. update knowledge of subject matter in their areas of specialization through reading, taking advanced courses, and participating in inservice education to make sure that the most accurate knowledge is reflected in the courses they teach;
2. hold membership in appropriate business education professional organizations at local, state, regional, national, and international levels, and attend and participate in meetings of these organizations;
3. share knowledge, experience, and insights with peers by making presentations at professional conferences and writing for professional publications;
4. contribute to and participate in faculty development activities at school and district levels;
5. act as a mentor for new educators to help them adjust to the department, school, community, and profession;
6. establish and maintain positive working relationships with the business community, and, where possible, seek and utilize opportunities for internships and work experiences in relevant business organizations to remain in contact with business and its needs; and
7. identify and track proposed legislation and policy affecting business education at local, state, and national levels, and participate actively in the political process with a view toward shaping legislation and policy supportive of business education.

NOTE: A portion of the material above has been reprinted/excerpted from the *Business Teacher Education Curriculum Guide* published by the National Business Education Association, Reston, VA. (Used with permission).

PROFESSIONAL ORGANIZATIONS

Membership in professional organizations is an essential part of a business educator's professional development. The benefits that active membership provide are numerous. Establishing a network, learning new techniques, obtaining updated information, and socializing with colleagues are a few of the benefits that are valued by progressive business educators. Membership in the following professional organizations is encouraged for Missouri business educators:

Missouri Business Education Association (MBEA)

MBEA stimulates growth and professional development in business education throughout the state. The organization is dedicated to the advancement of business education through annual conferences, newsletters, legislative contacts, awards recognition, and affiliation with related national business education organizations and state and national vocational organizations. MBEA publishes a newsletter, the "Missouri Business Exchange." See the appendices of this handbook for a list of state officers.

Missouri Business Education Association
P.O. Box 480
Jefferson City, MO 65102
(573)526-4456

National Business Education Association (NBEA)

NBEA is a professional organization comprised of business educators, administrators, supervisors, teacher educators, and college and university students planning careers in business education. The Association promotes all phases of business education, including vocational and nonvocational programs. NBEA provides conventions, publications, legislative support, research activities, instructional aids, awards programs, affiliation with national and international business education organizations, and opportunities for service and leadership at the regional and national levels. Membership in NBEA automatically includes membership with the North-Central Business Education Association (NCBEA) Publications of NBEA include "Business Education Forum" (journal), "Yearbook" (annual publication), and "Keying In" (newsletter). NCBEA publishes "Regionally Speaking," a newsletter.

National Business Education Association
1914 Association Drive
Reston, VA 22091
(803)860-8300

International Society for Business Education (ISBE)

ISBE is a professional organization comprised of business educators, administrators, supervisors, teacher educators, and college and university students planning careers in business education but with an international emphasis. Its purpose is to provide educational and business training, opportunities, and programs for members. It is a vital link connecting the interests of business and education. Society publications include newsletters and the semi-annual *SIEC Review.*

International Headquarters:
International Society for Business Education
Hunderupvej 122A DK-5230
Odense M, Denmark

USA Headquarters:
NBEA Office
1914 Association Drive
Reston, VA 22091
(703)860-8300

Missouri Vocational Association (MVA)

MVA is the state association for those persons interested in practical arts, vocational, and technical education. The Association promotes the improvement and expansion of programs in all vocational areas. There are several divisions to which an educator may belong, including a very active business division. An annual conference is held in the summer that attracts vocational educators throughout the state. The Association publishes a newsletter, "The MVA Reporter," which keeps members informed of vocational education news in the state.

Missouri Vocational Association
101 Madison Street
Jefferson City, MO 65101
(573)634-7366

American Vocational Association (AVA)

AVA is an organization for educators teaching in any vocational area. It effectively uses legislative channels to promote vocational education. An AVA convention is held annually that draws thousands of educators from around the world, and the organization publishes the *Vocational Education Journal.*

There are three divisions within AVA of interest to business educators:

1. NACEBE–National Association of Classroom Educators of Business Education
2. NASBE–National Association of Supervisors of Business Education
3. NATEBE–National Association of Teacher Educators for Business Education

The state of Missouri is in Region III of AVA, which consists of predominantly midwestern states.

American Vocational Association
1410 King Street
Arlington, VA 22314
(803)683-3111

FBLA-PBL Professional Division

Professional membership is open to all individuals interested in promoting FBLA-PBL goals. Members may include employers, business people, educators, parents of members, FBLA-PBL alumni, program supporters, or any person who wishes to contribute to the growth and development of the association and membership.

State PBL Adviser or State FBLA Adviser
Missouri Department of Elementary and Secondary Education (DESE)
P.O. Box 480
Jefferson City, MO 65102
PBL Adviser: (573)751-3484
FBLA Adviser: (573)751-3926

Pi Omega Pi (POP)

Pi Omega Pi is a national honor society in business teacher education. The Society is primarily for undergraduate students, although graduate students and faculty members may also seek membership. Membership is open to undergraduates and graduates who are enrolled as bona fide students in a college or university having a chapter of the Society and who meet the organization's requirements. Publications of the Society include accounts of history, compilation of directories, *The National Handbook*, and *Here and There* (newsletter). See the appendices of this handbook for a list of Missouri chapters. Pi Omega Pi National may be reached through their executive committee, located at various campuses across the nation.

For 1995-1997 contact the current president:
Dr. Larry Pagel
Psi Chapter, Pi Omega Pi
University of Wisconsin-Whitewater
Whitewater, WI 53190

Delta Pi Epsilon (DPE)

Delta Pi Epsilon is a professional society for men and women in business education and consists of chapters established throughout the United States. The ideals of the Society are based upon scholarship, leadership, and cooperation. Membership is based upon scholarship and completion of at least eight semester hours of graduate study. The Society strives to improve business education through conducting and disseminating the findings of research-based activities and sponsoring a biennial research conference. Publications of the organization include *The Delta Pi Epsilon Journal* (journal), *Business Education Index* (index of published articles in business education), *Instructional Strategies* (an applied research series for classroom educators), and a variety of other useful publications. See the appendices of this handbook for a list of Missouri chapters.

Delta Pi Epsilon, National Office
P.O. Box 4340
Little Rock, AR 72214
(501)562-1233

Office Systems Research Association (OSRA)

OSRA is an organization of professionals dedicated to education and research in office and end-user information systems, fostering understanding of the desktop computing environment. Ongoing efforts of the group include a model curriculum in office systems and annual research conferences, as well as grants to conduct research in the area of office systems. A quarterly newsletter and the biannual *Office Systems Research Journal* are two publications of the Association.

Office Systems Research Association
901 S. National Avenue
Springfield, MO 65804-0089
(417)836-6319

Association for Business Communication (ABC)

ABC is a national organization for all who teach, study, and practice business communication, whether in universities, community colleges, and high schools, or in business, industry, government, and not-for-profit organizations. The objectives of the ABC include fostering research and education in the communications of business and contributing to the improvement of the teaching and practice of communication. Publications include the *Association for Business Communication Bulletin* and the *Journal of Business Communication.*

Association for Business Communication
Department of Speech, Baruch College
17 Lexington Avenue
New York, NY 10010
(212)387-1340

SUMMER WORKSHOPS

Summer workshops are conducted annually at 10 different Missouri state universities and educational facilities and are sponsored by the Business Education Section of DESE. Current topics relevant to curriculum and program development are presented to business educators during the two-week workshop. Two hours of graduate credit are granted to participants. All workshop credit hours count toward vocational certification, as the course topics rotate across the different areas necessary to obtain certification. The tuition is waived for business educators who are working toward their five-year certificate and desire to attend the workshop. See the Certification section of this handbook for more summer workshop information.

CALENDAR OF IMPORTANT EVENTS IN MISSOURI BUSINESS EDUCATION

March	NCBEA Spring workshop
	FBLA district conferences
	NBEA National Convention–week preceding Easter holiday
	MOREnet Conference
April	PBL State Leadership Conference–Jefferson City
	FBLA State Leadership Conference–Columbia
June	Summer Workshops–sites throughout the state
July	Summer Workshops–sites throughout the state
	FBLA/PBL National Leadership Conference
	MVA/MBEA annual Convention–Springfield
October	DESE Fall inservice–sites throughout the state
	DESE Technology Conferenceintroductoryintroductory
	DESE Tech Prep/A+ Schools/School-to-Work Conference–Lake of the Ozarks
November	MBEA Fall Conference–Lake of the Ozarks
	NCBEA Regional Conference
	FBLA/PBL Regional Leadership Conference
December	AVA National Convention

REFERENCES

National Business Education Association. *Business Teacher Education Curriculum Guide.* Reston, VA: NBEA, 1987.

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STUDENT ORGANIZATIONS

OVERVIEW

Business student organizations are valuable links between the classroom and the business world. Students who are members of these organizations have opportunities to learn about specific career interests and to develop citizenship, social, and leadership skills. Through business organizations, students can also develop commitments to community, state, and country.

FUTURE BUSINESS LEADERS OF AMERICA/PHI BETA LAMBDA

Business instructors should be familiar with Future Business Leaders of America-Phi Beta Lambda, Inc. (FBLA-PBL), which is an association of high school and postsecondary students studying business or business-related careers. Members belong to local, state, and national FBLA-PBL chapters. Membership is unified on these levels and is not available separately. The following goals have been adopted at the national level:

1. Develop competent, aggressive business leadership;
2. Strengthen the confidence of students in themselves and their work;
3. Create more interest in and understanding of American business enterprise;
4. Encourage members in the development of individual projects that contribute to the improvement of home, business, and community;
5. Develop character, prepare for useful citizenship, and foster patriotism;
6. Encourage and practice efficient money management;
7. Encourage scholarship and promote school loyalty;
8. Assist students in the establishment of occupational goals; and
9. Facilitate the transition from school to work.

Structure

The national organization encompasses local and state chapters at the secondary, postsecondary, and alumni levels. Both FBLA and PBL divisions elect their own student national officers at the annual National Leadership Conference. The association is governed by a Board of Directors composed of professional educators, local and state advisers, state and city supervisors, business and industry representatives, and national student officers. The president and chief executive officer of the association, appointed by the Board of Directors, directs a national staff located in Reston, Virginia. (See the appendices of this handbook for an organizational chart.)

The national organization is composed of five geographic regions to facilitate leadership activities. The five regions are Western, Mountain Plains, North Central, Eastern, and Southern.

The Missouri Chapter is composed of active local chapters whose members have paid dues and support the goals of the organization. The state chapter is organized into districts for the purpose of establishing representation in the state leadership conference competitive events and determining membership on the state executive council. (See the appendices of this handbook for a map of FBLA districts.)

The general administration of the state chapter is vested in the Executive Council and the Board of Directors. The FBLA Executive Council is composed of the six state officers and a representative from each of the districts. The governing body of the state chapter, the Board of Directors consists of the advisers of the six state officers, the state chair of FBLA-PBL, and the FBLA-PBL state advisers.

Membership

The FBLA-PBL membership year begins July 1 and ends June 30 of the following year. Four types of membership are available, including active, professional, honorary, and associate.

Active membership is open to students enrolled in business and/or business-related programs who accept the purposes of FBLA-PBL, subscribe to its creed, demonstrate willingness to contribute to good school-community relations, and possess qualities for employment.

Professional membership is open to all persons associated with or participating in the professional development of FBLA-PBL.

Honorary membership is awarded to individuals who advance business education or render outstanding service to their local, state, or national chapter.

Associate membership is available to secondary students who have not yet enrolled in a business program. Associate members are ineligible to participate in competitive events and officer elections, but they may participate in activities at district, state, or national conferences.

Benefits to Students and Advisors

Benefits of FBLA-PBL to Students

1. Learning skills critical to success in business
2. Developing self-confidence and a positive attitude
3. Learning first-hand from business leaders
4. Developing problem-solving and decision-making competencies
5. Gaining recognition for accomplishments in business competitions
6. Increasing employability skills
7. Preparing for community living as a responsible citizen

Benefits of FBLA-PBL to Advisers

1. Enriching classroom teaching and motivating students to learn
2. Publicizing the business education program to parents, administrators, and community
3. Attracting new students into the business education program
4. Establishing rapport with students
5. Developing leaders who can be of assistance in the classroom
6. Creating linkages with business/industry leaders
7. Expanding professional experience

Starting a Chapter

The early stages of development are critical for the success of any FBLA or PBL chapter, setting the tone for future activities and the active participation of businesses in the community.

1. Request the new chapter membership package from the state office. It includes:
   a. Recruitment booklet that explores what FBLA-PBL is, membership services, publications, conferences, organizational and financial structure, and types of membership;
   b. Application for new chapter/reactivation, which also includes sample bylaws to be adapted by the local chapter;
   c. Information on conducting the chapter's first four meetings and selecting competent officers;
   d. Recruitment card and poster.

   To obtain the new chapter membership package, contact the FBLA State Adviser or PBL State Adviser, Missouri Department of Elementary and Secondary Education (DESE), P.O. Box 480, Jefferson City, MO 65102; PBL State Adviser (573)751-3484; FBLA State Adviser (573)751-3926.
2. Submit a proposal to administration for approval of the chapter.
3. Have a membership drive.
4. Hold a chapter orientation meeting.
5. Establish guidelines for officer elections.
6. Vote on bylaws.
7. Elect officers.
8. Complete the application for chapter charter and submit it to the state chair.
9. Develop first year's program of work. (See the appendices of this handbook for a sample program of work.)

Adviser Support

In order to make student organization activities an integral part of the business curriculum, business educators should be able to:

1. develop a statement of philosophy and goals for student organizations as an integral part of the business education program;
2. promote the business education program by effectively utilizing student organizations for recruitment, visibility, and positive image building;
3. provide a learning environment supportive of self management and responsibility for the development of leadership skills;
4. facilitate student participation in district, state, regional, and national activities as a means of developing appropriate leadership and social skills;
5. provide students with opportunities to learn and practice interpersonal communication skills necessary to be effective members of society;
6. prepare eligible students for holding offices in the organization so that they can experience the privileges and obligations that are implicit in the role;
7. provide career guidance for students who wish to pursue careers in business or related occupations; and
8. encourage and assist students to participate in competitive event activities as a means of enhancing occupational skill development.

Awards Program

The Awards Program provides chapter advisers with motivational tools for student and chapter achievement. The program reflects important aspects of the American educational system–competition and recognition of excellence. Culminating at the National Leadership Conference each year, the program demonstrates the broad range of activities and focus of FBLA-PBL; many events are based on projects developed from the goals of FBLA-PBL.

Events fall into three categories: chapter, team, and individual. Chapter awards recognize overall achievement and performance in chapter management and growth; individual and team events focus on specific skills useful in leadership and career development. All events foster a spirit of competition and teamwork.

The Awards Program includes written reports, interviews, and written tests to measure and judge performance on the local, district, regional, and state levels before culminating at the National Leadership Conference. Some of the competitive events available are accounting, business law, communications, impromptu speaking, keyboarding, job interview, and parliamentary procedure.

FBLA-PBL Information

FBLA-PBL audio visual resources are available on a loan basis free of charge from the

Missouri Vocational Resource Center (MVRC)
8 London Hall, University of Missouri-Columbia
Columbia, MO, 65211
(800)392-7217

The FBLA-PBL National Headquarters may be reached at:

FBLA-PBL National Headquarters
1912 Association Drive
Reston, VA 22091-1591
(800)325-2946

The Missouri FBLA-PBL advisers may be reached at:

State FBLA Adviser or State PBL Adviser
P.O. Box 480
Jefferson City, MO 65102
PBL State Adviser: (573)751-3484
FBLA State Adviser: (573)751-3926

Pi Omega Pi

Pi Omega Pi is a national honor society in business educator education. The Society is primarily for undergraduate students, although graduate students and faculty members may also seek membership. On the national level, its purpose is to establish and direct chapters of Pi Omega Pi in colleges and universities engaged in business educator education.

On June 13, 1923, a group of students and faculty members in the business education division of Northeast Missouri State Teachers College made formal plans for the organization of a society for educators in business education. The Alpha Chapter of Pi Omega Pi held the first initiation service and signed the first membership roll. Since then, over 150 chapters have been founded, including over 50,000 members in all sections of the country. The greatest concentration of chapters remains in the Midwest, where the organization began. Publications of the Society include accounts of history, compilation of directories, *The National Handbook*, and a newsletter entitled "Here and There."

Membership in Pi Omega Pi is open to undergraduates and graduates who are enrolled as bona fide students in a college or university having a chapter of the Society and who have met the following requirements:

1. Express an intention of becoming a teacher of business subjects;
2. Complete at least three semesters or five quarters of college courses, including at least 15 semester hours or 22 quarter hours in business and education subjects; and
3. Attain general scholarship sufficient to place the candidate within the upper 35 percent of his/her college class and achieve an average grade of "B" or higher, or its equivalent in other grading systems, in all courses in business and education.

At the chapter level, student members put into practice the aims of Pi Omega Pi. Student members demonstrate high scholarship before they become eligible for membership in the Society. They take an intelligent and active part in community affairs and acquire and develop desirable traits and attitudes through participation in chapter activities. Through experience they acquire a keen sense of moral standards and an ideal of service as the basis of all worthy effort.

See the appendices of this handbook for a listing of Missouri chapters. For national information contact the 1995-1997 national president:

Dr. Larry Page
Psi Chapter, Pi Omega Pi
University of Wisconsin-Whitewater
Whitewater, WI 53190

Delta Pi Epsilon

Established in 1936 at New York University, Delta Pi Epsilon is a national honorary professional graduate society for men and women in business education who are devoted to the advancement and professionalization of business education. Through its ideals of scholarship, leadership, and cooperation, the Society strives to make significant and unique contributions to professional growth and scholarly achievement in business education. Its membership consists of local chapters throughout the United States.

Membership in Delta Pi Epsilon is an honor that carries with it the responsibility for advancing a professional interest in business education. Each member is expected to exemplify the high ideals of the Society. Qualifications for membership in the Society as stated in the national governing documents are:

1. Possession of a bachelor's degree from a regionally accredited institution;
2. Completion of at least eight semester hours with at least a "B" average of graduate coursework in business education or disciplines related to business or education from a regionally accredited institution.

Delta Pi Epsilon constantly strives to assist its members specifically and the profession in general to attain high standards of scholarship, leadership, and cooperation through a variety of publications and activities at the local and national levels. Over the years, a succession of publications has enriched the professional literature of business education. Publications currently available as a component of membership include *Business Education Index*, *Delta Pi Epsilon Journal*, and the *Instructional Strategies* series. Many other publications are available from the national office.

See the appendices of this handbook for a listing of Missouri Delta Pi Epsilon chapters. The Delta Pi Epsilon National Headquarters may be contacted at:

Delta Pi Epsilon National Headquarters
P.O. Box 4340
Little Rock, AR 72214
(501)562-1233

Students in Free Enterprise, Inc.

Students in Free Enterprise (SIFE) is a not-for-profit organization whose mission is to build teams at colleges and universities that help other Americans of all ages gain a better understanding of how the free enterprise system works. SIFE aims to provide students with better communication skills, creativity, team-building skills, and management skills to become the leaders of the future. Held at the national headquarters, SIFE Expositions give student teams a forum to present their outreach programs to a panel of national business leaders and entrepreneurs who evaluate the effectiveness of the teams' efforts. Faculty advisers are designated SIFE Samuel Walton Free Enterprise Fellows as part of their participation in the program. For further information, contact:

SIFE National Headquarters
Jack Shewmaker
1959 East Kerr
Springfield, MO 65803
(417)831-9505

REFERENCES

Delta Pi Epsilon. *Facts about Delta Pi Epsilon.* Little Rock, AR: Delta Pi Epsilon, 1994.

Future Business Leaders of America-Phi Beta Lambda, Inc. *National FBLA Handbook.* Reston, VA: FBLA-PBL, 1985.

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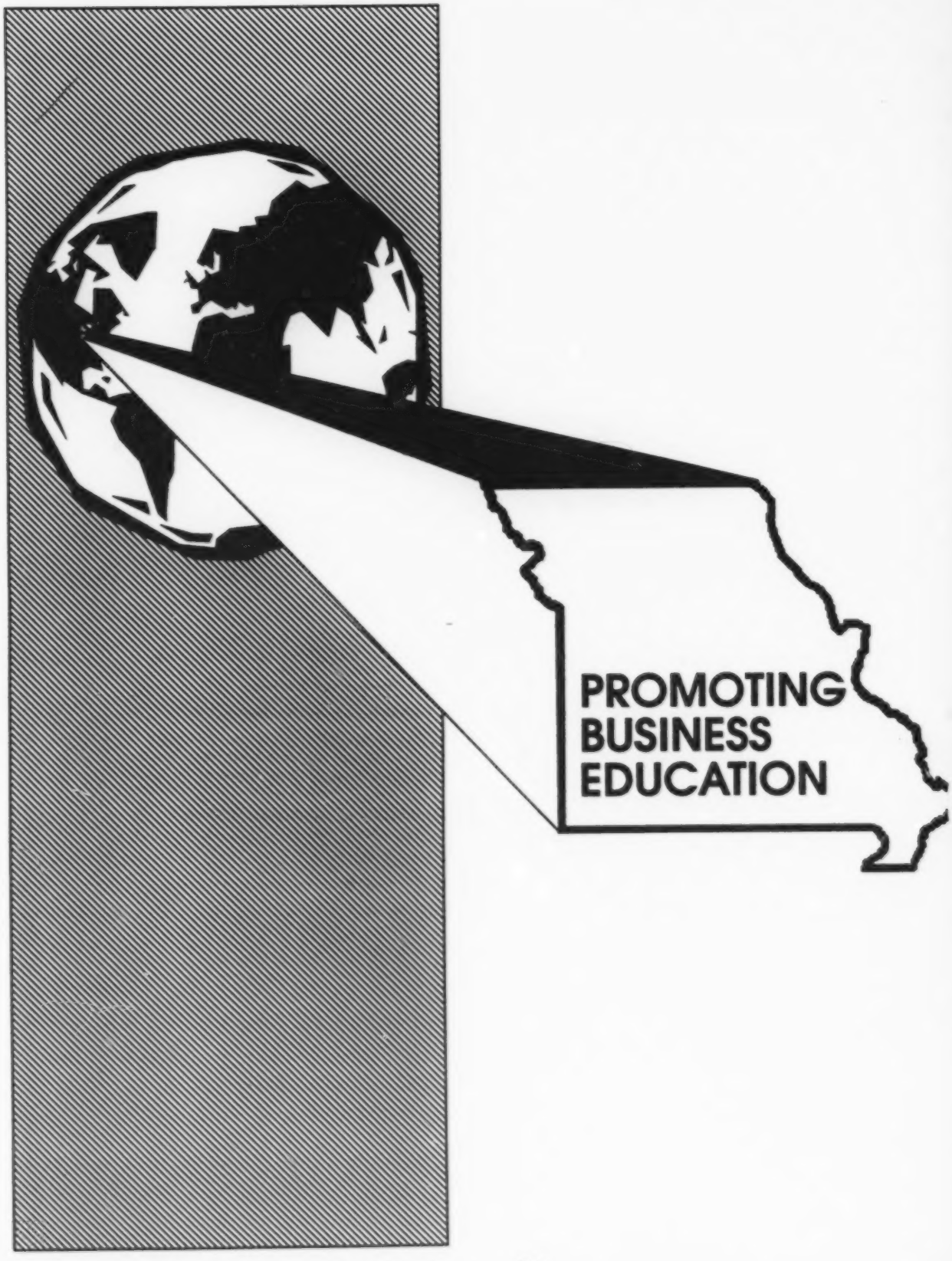
Pi Omega Pi. *The National Handbook, History, Qualifications, and Purpose and Aims.* Pi Omega Pi, 1993.

Students in Free Enterprise. *What is Students in Free Enterprise (SIFE)? SIFE Year in Review.* Springfield, MO: SIFE, 1993.


PROMOTING
BUSINESS
EDUCATION

PROMOTING BUSINESS EDUCATION

OVERVIEW

Promotion of a business education department in the current educational environment is crucial–all business educators need to raise public awareness of the value and worth of business education. The public includes audiences both external and internal to the immediate school site; it is important to involve both colleagues and business persons in promoting the business education program. This involvement provides a wider base to build a more solid foundation and greater respect.

MARKETING BUSINESS EDUCATION

Business educators must market their program to meaningful groups and present the benefits and central selling points that apply to those individual groups. Students, parents, employers, and other circles should understand how the business program can meet their particular needs. In marketing the program, the business educator should work to keep administrators informed; cooperate with colleagues and staff, particularly counselors; earn parental support; maintain contacts with businesses; establish ties with business organizations; communicate with the local community; and be professionally involved.

Typical steps to be included in a public relations program include:

1. Analyzing the department and program for promotable areas;
2. Listing the groups that should be influenced;
3. Deciding what information each of the audiences needs or would like to have;
4. Selecting public relations goals and strategies (plans);
5. Exercising the developed public relations program; and
6. Assessing the public relations plan's effectiveness.

Once these steps have been completed, the cycle should begin again with a more refined approach, building upon the strengths of previous programs and adding new and innovative components.

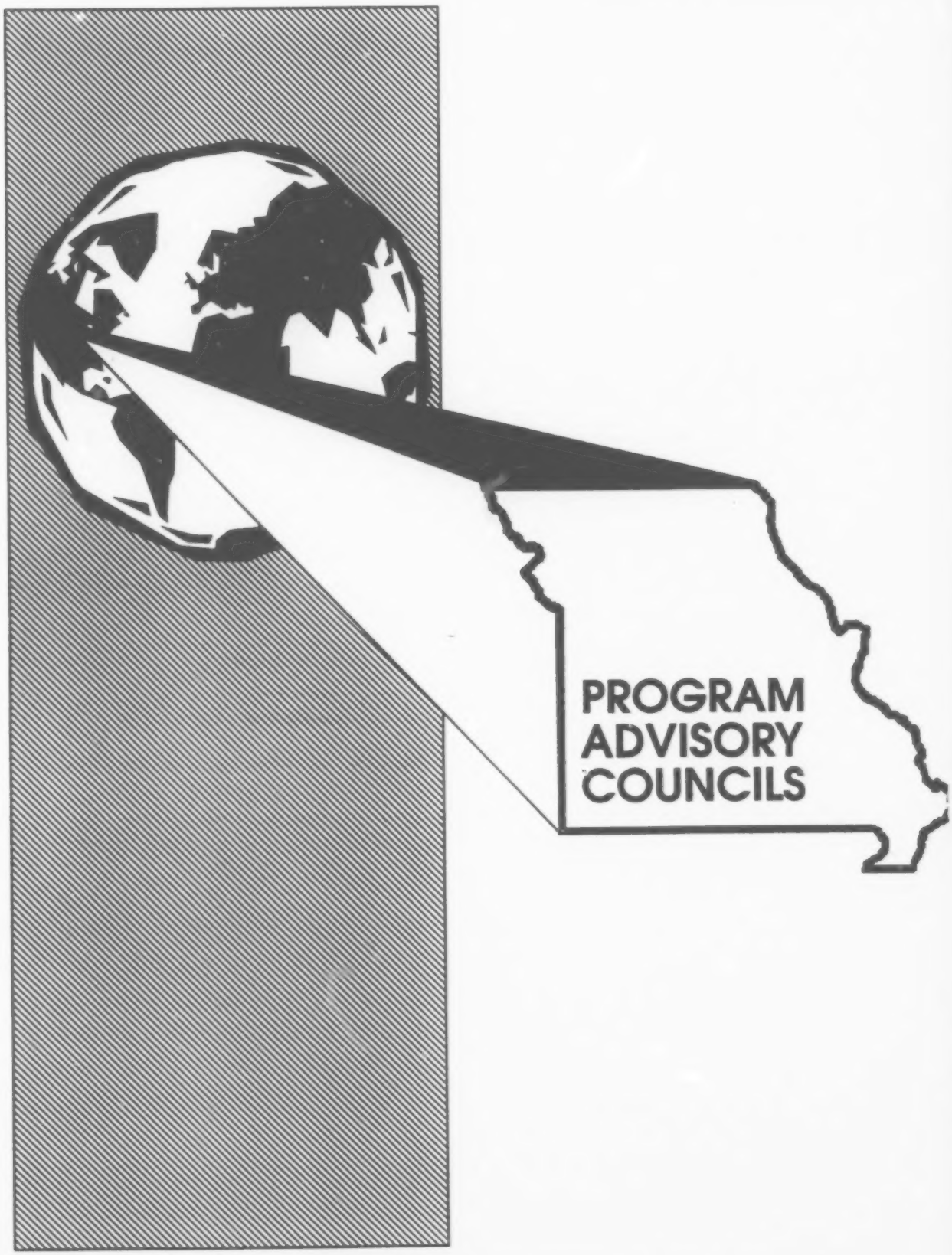
PROMOTIONAL IDEAS

Getting the message across effectively rarely happens by chance; it must be well-planned. In addition to doing a good job of teaching, business educators must also inform the public of the successes within business programs. The following are techniques for communicating positively with the public:

1. Use technology in the classroom as a recruiting tool, demonstrating to students the need to be technologically literate in today's workplace.
2. Prepare fact sheets and research data on careers in business, and distribute them to administrators, faculty, and parents.
3. Develop appropriate news releases, and mail or take them to community media sources.

4. Meet with counselors at middle or junior high schools to explain thoroughly the high school business education offerings, in addition to using appropriate promotional techniques and materials to reach middle and junior high school students.
5. Participate in Vocational Education Week activities, including FBLA/PBL Week.
6. Make sure vocational student organizations are active and visible within the school and in the community; publish the results of their efforts.
7. Publicize awards, new job placements, and success stories of students, faculty, and staff.
8. Join or continue membership in your professional organizations (such as MBEA, NBEA, MVA, and AVA), and after attending a conference, prepare a news release that stresses the new information garnered.

(The preceding ideas are excerpted from "Public Relations Pointers for Business Educators" by Dr. Lonnie J. Echternacht, available by request from the Business Education Department, University of Missouri-Columbia, 304 Hill Hall, Columbia, MO 65211.)



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PROGRAM ADVISORY COUNCILS

OVERVIEW

Over the years, the role of advisory councils in vocational and business education has involved advocacy, employment assistance, curriculum development, and evaluation, as well as other functions. All of these functions comprise parts of the goal of program improvement, a topic of concern for many business instructors and administrators across the country.

One of the purposes of the Outstanding Schools Act of 1993 is to promote greater cooperation between public agencies and the private sector in preparing individuals for employment. A strong thread of private sector involvement is woven throughout the Act, which spurred the creation of the A+ Schools Program and the Vocational-Technical Education Enhancement Grant Award Program. One of the most effective means of accomplishing private sector involvement is through the utilization of active local advisory groups. In addition, Section 16, Paragraph 1, of the Outstanding Schools Act of 1993 states that:

> . . . each vocational-technical school, community college, and school district of any public high school receiving a grant authorized by this section shall have an advisory committee composed of local business persons, labor leaders, parents, senior citizens, community leaders, and teachers to establish a plan to ensure that students who graduate from the vocational-technical school, community college, or public high school proceed to a four-year college or high wage job with workplace skill development opportunities.

Members of the advisory committee are volunteers who share an expert working knowledge of the job tasks and competency requirements for specific occupations. With members drawn primarily from the private sector of the community and with appropriate public sector representation, the committee's principal purpose is to improve the quality and impact of instruction in programs that prepare workers for target occupations. The committee provides advice in areas such as occupational performance competencies, instructional objectives, equipment selection, facility layout and modification, job requirements, credentials, labor market needs and trends, career opportunities, program articulation, instructor competencies and retraining strategies, and student recruitment and orientation.

However, it should be noted that the council activity is limited to recommendations, suggestions, and assistance. Their authority does not include administrative or faculty control of the programs; these responsibilities are reserved for the local education agency or institution.

The *Handbook for Instructors Involving Vocational Advisory Groups in Program Improvement* by Jo Behymer presents comprehensive information about advisory groups. The handbook may be purchased from the Instructional Materials Laboratory, 2316 Industrial Drive, Columbia, MO 65202; (800)669-2465. The following sections on procedures for establishing the advisory council, specific purposes of the council, selection of members, size of the council, term of service, and recognition for members are taken from Behymer's handbook.

PROCEDURES FOR ESTABLISHING THE ADVISORY COUNCIL

Generally, the establishment of an advisory council starts with the business instructor and school administrator discussing the role, function, and purposes of an advisory group. They will also discuss the organizational structure and the procedure for establishing such a group. In turn, the school administrator

advises the local governing board of the need for the formation of an advisory council and recommends the establishment of such a group. The local board adopts a resolution or authorization statement to this effect.

SPECIFIC PURPOSES OF THE COUNCIL

1. Evaluate current business programs to determine if they are providing realistic training.
2. Provide advice on the establishment and maintenance of realistic programs.
3. Act as an agent of change to increase a program's relevance.
4. Help secure training stations and assist in the placement of graduates.
5. Provide input and support for legislation and corresponding funding at the local, state, and federal levels.
6. Act as a communications link to assist in the development of community understanding and support.
7. Provide a service to the vocational program.

SELECTION OF MEMBERS

In order for the advisory council to serve as a means of effective communication between business programs and the citizens to be served, the membership must be representative of the total school service area. Keep in mind that specific funding sources (Perkins, for example) have requirements as to the make-up of the advisory committee. Be sure to be in compliance with the legislation as construction of the council takes place.

Members may be selected to represent

1. geographical sections of the school service area;
2. all types of business and industry, particularly those predominant in the area;
3. both labor and management;
4. parents of vocational education students;
5. former vocational students;
6. various age levels;
7. different educational levels;
8. both sexes, individuals who are disabled or disadvantaged, and ethnic minorities found in the area served by the program;.

This representation will enable the advisory council to reflect the points of view of the various segments of the community being served by vocational and business education. In addition, a vocational instructor and representative of the administration should serve as non-voting consulting members. Although the administrative representative need not be present at all meetings, all business instructors should be in attendance at all meetings to provide information and to participate in discussion.

Personal qualifications are another consideration in deciding who should serve. Some of the qualities that are desirable are:

1. **Interest.** Choose motivated people who express sincere interest in the program. Members must be willing to devote the energy and attention required to do a good job. Often this means being dedicated both to their occupation and to the training process.
2. **Availability.** Seek members who will be available in terms of time and location. Members must attend meetings, work on projects, and work in the employment community on behalf of the educational program.
3. **Character.** Seek members who have earned the confidence of their associates in the employment community; a good reputation will enhance the program's standing within the business community. Members must have the courage to express their own ideas and must respect, tolerate, and work with ideas expressed by others. Cooperative, responsible, civic-minded, unselfish individuals will focus on the vocational program, rather than on themselves.
4. **Skill/Experience.** Seek members who are knowledgeable about the target occupations of the education programs, which usually means selecting members who have work experience in the occupation. Additionally, seek members who demonstrate good communication skills, administrative skills, social vision, intelligence, and leadership.

SIZE OF THE COUNCIL

The size of the council is a very important consideration. It will vary by the size of the community, the scope of the business education offerings, the diversity of businesses and industries in the community, and the purpose of the council. Effective advisory councils must be large enough to reflect diversity of the employment community, yet small enough to be managed effectively. Twelve to 15 has proven to be a desirable number of members, although some effective councils are smaller. Councils with fewer than five members are less effective because they have limited perspective, inadequate information on a number of target jobs, and too few employers represented. Conversely, councils with more than 18 members become unmanageable because it becomes difficult for any single member to feel totally involved and make a significant contribution.

TERM OF SERVICE

Staggered terms of service for advisory council members ensure both council continuity and ability to accommodate change. At a given time, the majority of members will have served at least one year on the council, thus ensuring continuity. Change is accommodated as new members with new ideas are added to the council each year.

A rotational, three-year term of service most easily allows for continuity and change. One-third of the total membership will be appointed beginning each year after the first year of operation. To establish this rotation with a new council, the original members draw lots that set the length of their terms at one, two, or three years, with one-third of the council in each category. New members are then appointed to three-year terms as older terms expire.

Relatively few effective councils reappoint members to successive terms, but require at least a one-year absence before reappointment. Establishing the length of term as policy will also clarify the time demands for members at the outset.

RECOGNITION FOR MEMBERS

Reward mechanisms are important to every organization because they encourage attendance and involvement. Moreover, recognition efforts attract the attention and interest of other qualified people who may someday serve in the organization. Additionally, they bring public attention and goodwill to the organization because they demonstrate that the organization appreciates the efforts of its members.

Reward and recognition are especially important to advisory councils because members are not paid for their efforts, which can absorb substantial amounts of time. However, rewards should not be given indiscriminately; instead, they should be based on actual contribution to the council's activity. They must be distributed equitably, focusing on individual efforts.

The best types of noncompensatory rewards or recognition are those that can increase productivity, improve council interaction, and increase member satisfaction. The strategies need not be elaborate. Analyses of effective councils demonstrate that most members are willing to attend regularly and work hard as long as their talents are used in tasks that involve them in the program, their recommendations are seriously considered, and they are given feedback about the recommendations and efforts.

One of the surest ways for council members to lose interest is to use the meetings as a means of reporting program activities and asking the council to address trivial matters only. In other words, the best reward is to ask for advice and respond to it.

Among the strategies and techniques that have been used effectively by advisory councils to reward and recognize members extrinsically are the following:

1. Send members personal letters of appreciation upon completion of tasks and at the conclusion of their terms of service.
2. Hold a recognition dinner each year to thank members.
3. Invite members to tour the school program during regular hours to see the results of their efforts and to meet students.
4. Send a letter of appreciation to the advisory council member's supervisor and/or company, explaining the good job being done by the member and thanking the company for its support.
5. Place members' names on a display board or plaque at the school.

GUIDELINES FOR ADVISORY COUNCILS

Support the advisory council to insure that it is an active body.

Do:

1. Help the chair plan the agenda for each meeting.
2. Have a good knowledge of all problems presented to the council, and be able to discuss them intelligently.
3. Provide the council members with all the necessary background information before they discuss a problem.
4. Advise the council on the status of their suggestions.
5. Seek out and listen to the advice and opinions of council members.
6. Take time to listen to a council member who stops by the office.

Do Not:

1. Do not underestimate the intelligence of council members or their interest in educational matters.
2. Do not initiate programs without consulting the advisory council.
3. Do not take any action within the realm of the advisory council without first consulting council members.
4. Do not ignore reporting the council's recommendations.
5. Do not make promises to the council that are out of line with your authority or with district policy.
6. Do not solicit council advice or allow council members to offer advice on any matters that are strictly within the realm of authority of the district administration.

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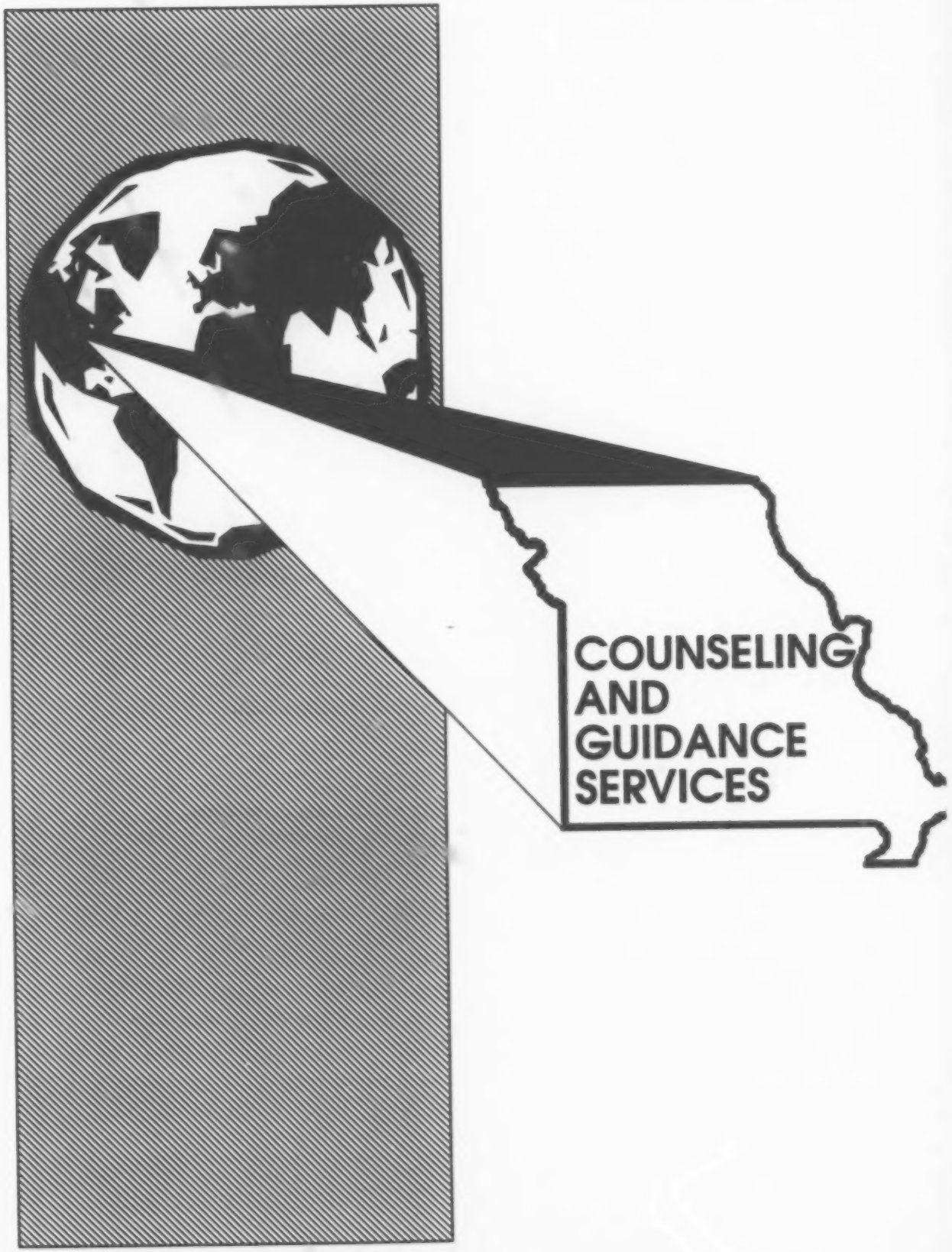

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Counseling and Guidance Services

OVERVIEW

The primary goal of counseling and guidance programs is to help students realize their full potential as citizens, consumers, and employees. In the educational setting, counselors seek to help students function effectively in their educational environment. Counseling enables them to discover their potential for personal, social, and emotional growth and to prepare for their chosen career path, the transition from school to work, and career transitions. Counseling adds meaning to students' educational experiences. The business educator's role includes working very closely with counseling personnel.

A mutually rewarding partnership of cooperation and collaboration should exist between the business educator and the school counselor. To ensure that ideas and information are regularly exchanged, the business educator should

1. encourage counselors to view business occupations as satisfying, rewarding, and open to both females and males.
2. meet regularly with the counseling staff to exchange up-to-date occupational information.
3. inform counselors about skills, knowledge, and attitudes needed by students to perform adequately in business occupations.
4. assist counselors in providing career counseling, (including interviewing practice and placement of students), and in implementing alternative scheduling and follow-up of students, where appropriate.

COUNSELING COMPETENCIES FOR EDUCATORS

An educator's role in a counseling and guidance program is to help students develop their interests and abilities, learn to make informed decisions, and prepare to face realities in life. However, the final decisions must be made by the students.

Some important competencies for the educator include:

1. Analyzing and interpreting student data to understand interests, career aspirations, life styles, and values of students.
2. Helping students acquire effective study and work habits that result in increasing efficiency and productivity.
3. Identifying and implementing strategies to help students develop decision-making skills important in life.
4. Providing current career information to students to assist them in making informed decisions about educational programs leading to their career goals.
5. Developing an understanding of and sensitivity to cultural differences among the various ethnic and national groups in the student population and throughout the world, and communicating effectively with each group.
6. Demonstrating total commitment to education for students through in-class and out-of-class behavior, such as providing individual assistance and listening/caring time for students who need it.
7. Conducting follow-up studies of graduates of the business education program to obtain feedback that might be used in updating and improving the career planning and placement process.

NOTE: A portion of the material presented above has been reprinted/excerpted from the *Business Teacher Education Curriculum Guide* published by the National Business Education Association, Reston, VA. (Used with permission.)

Statewide Job Placement Service

Funded by the Guidance Section of the Department of Elementary and Secondary Education (DESE), Statewide Job Placement Service (SJPS) is a multi-faceted project whose mission is two-fold: (1) to supplement and enhance the job placement of Missouri's vocational students, and (2) to successfully coordinate Missouri's efforts to market vocational education. SJPS functions as a supplemental service to 59 area vocational-technical schools, 16 community colleges, and 1 technical institute.

The project conducts and/or coordinates a number of activities relative to the job placement goal. A major emphasis is providing inservice training (conducted both locally and on site) for new and experienced placement personnel. The inservice training activities form the foundation for the placement network system utilized to address common concerns and to exchange information.

Of highest placement priority is the project's responsibility to compile statistical reports reflecting local, regional, and statewide trends and comparisons. These data are disseminated to and utilized by participating institutions and DESE in their efforts to comply with federal guidelines and regulations.

The Mid-Missouri Career Guidance and Vocational Resources Center is maintained at the SJPS site. The Center is funded separately and supplies educational materials on an as-needed basis to over 400 educators throughout a 29-county area of central Missouri.

Using the existing delivery system, the marketing of vocational education was incorporated into the mission of SJPS in 1992. The project provides inservice, develops marketing materials, and assists in a number of promotional activities hosted by comprehensive high schools, vocational schools, community colleges, and related organizations. SJPS directs the Missouri Vocational Education Marketing Council (MOVEMCO) in coordinating the statewide marketing effort for vocational education.

The coordinated school-based job placement model of SJPS is unique to the state of Missouri and strives to keep Missouri in the forefront of vocational student placement, as well as vocational public relations. For more information contact:

Statewide Job Placement Service
State Fair Community College
3201 West 16th Street
Sedalia, MO 65301-2199
(816)530-5800, ext. 270

Missouri Occupational Information Coordinating Committee (MOICC)

MOICC assists the State of Missouri in providing the necessary data and communication linkages to assist all citizens of the state in achieving their highest potential in order for the state's economy to function at its highest level. This goal is affected by factors such as skill levels, geographic location, career selection, health of the economy, and many others. Many agencies work through MOICC to organize and enhance labor market and educational information databases for application in state and local decision making.

The three-pronged approach of MOICC involves data coordination, information for human resource planning, and information for career decision making. Computer software for examining growth occupations and career explorations systems, and the Missouri Career Guide are some of the services provided by the agency. For further information contact:

MOICC Director
400 Dix Road
Jefferson City, MO 65109
(573)751-3800

SCHEDULING AND FOLLOW-UP

Alternative Scheduling

A school system that is directed toward meeting the educational goals of all students should not establish scheduling procedures that inhibit the individual student's achievement of legitimate personal educational goals. Scheduling has frequently been identified as the reason why many students cannot enroll in a given course or offering.

Research on alternative scheduling demonstrates the success of schools that switch from a traditional program to block scheduling. In general, total credits completed rose by at least two credits (equal to one Carnegie unit), enabling students to take at least one more course, which was typically an elective course. Attendance increased, while the failure rate decreased, particularly with those students considered "at-risk". Educators from different content areas also found that they had more time for collaboration and planning, increasing the amount of academic integration undertaken.

Adjustments to curriculum may be necessary to accommodate new schedules, as differing combinations of course offerings may be in place after switching to alternative scheduling. Class periods may range from 50 to 90 minutes, while other models may have alternating days or an entire course being taught in one semester instead of distributed over an academic year.

To make alternative scheduling of business education courses successful, classroom educators should speak with counselors to facilitate the transition from the former scheduling method to an alternative plan. Prerequisites for courses should be carefully reviewed, and additional electives that may be available to students due to new scheduling and its related flexibility should be discussed. The possibility of these new options opens up the chance for greater collaboration between the classroom educator and the counseling staff.

Follow-up

Vocational and business education programs are responsible for assisting the student in the transition to the workplace and/or continued education, including placement and counseling. Worksite-based educational opportunities are available, including job shadowing, experiential education, cooperative education, and apprenticeships. These off-campus programs must comply with policies established by DESE.

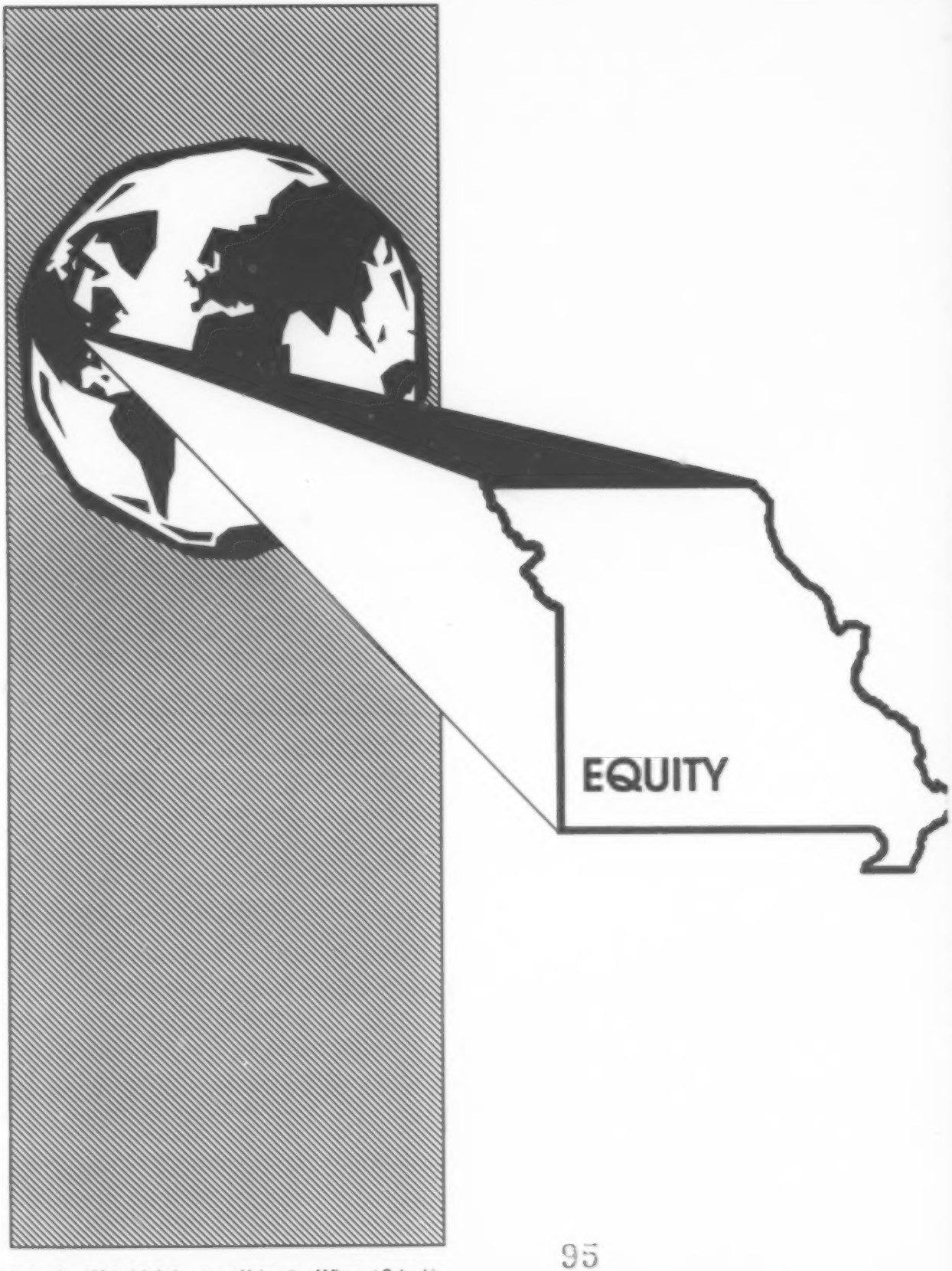
It is through an articulated system of accountability that a district is able to assess student progress and program effectiveness. After performance measures and standards have been identified, the classroom educator is to conduct annual reviews of these measures and standards in an effort to improve the vocational education program. These reviews include maintaining any related follow-up data on students exiting the vocational program. An example of follow-up data is a listing of support services provided for students enrolled in the program and its component courses.

The Vocational Education Data Systems (VEDS) program assists schools and educators in collecting

enrollment and follow-up information, as well as reimburses districts for part of vocational educator salaries. For more information, contact Vocational Planning and Evaluation, DESE, P.O. Box 480, Jefferson City, MO 65102; (573)751-3872.

RESOURCES

National Business Education Association. *Business Teacher Education Curriculum Guide*. Reston VA: NBEA, 1987.



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EQUITY

OVERVIEW

Business education has helped thousands of Missourians develop the skills necessary to succeed in the careers they choose. Over the past 20 years, key legislation has been enacted to ensure that students from special populations are among those people. In addition, increased efforts are being made to ensure that business classrooms include an equitable mix of students from both genders and from all ethnic groups. Thus business educators have an increased opportunity to recruit and work with a wide variety of students.

EQUITY FOR STUDENTS FROM SPECIAL POPULATIONS

Including students from special populations in business education programs can be an enriching experience for all students involved in the programs, and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 provides for special populations students. Perkins uses the term *special populations* as a general term to refer to individuals with disabilities (meaning that they have a physical or mental impairment that substantially limits one or more of their major life activities), educationally and economically disadvantaged individuals (including migrants, foster children, and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions. The term is often used to include single parents and displaced homemakers as well.

One important part of working with a student from a special population is creating an Individualized Education Program (IEP). The Education for All Handicapped Children Act (Public Law 94-142, 1975) requires that an IEP be drawn up by the educational team for each exceptional student. An IEP must include a statement of the student's present educational performance level, the instructional goals for that student, the educational services to be provided as a means to reach those goals, and the criteria and date for meeting the objectives. Business educators should work with special populations educators to develop the IEP, then help to monitor the student's growth and progress over the course of the school year.

In addition, helping students from special populations to succeed in the business education classroom may involve:

Adaptation of Instruction. Adaptation of how content will be taught can be vital to a student's success. Teaching strategies that could be used by vocational educators to better serve students from special populations include:

1. Starting the teaching process at a point appropriate to the students' level of learning;
2. Providing students with choices;
3. Varying the instructional presentation of content;
4. Using direct teaching experiences as often as possible (learning by doing);
5. Encouraging students to "think through" situations;
6. Allowing students to use tape records and other adaptive equipment;
7. Considering the time element of teaching (flexibility);

8. Developing instructional checkpoints to determine teaching effectiveness;
9. Soliciting feedback from students on the effectiveness of teaching; and
10. Involving students in vocational student organization activities.

Other modifications could include changes in:

1. Classroom environment
2. Sequence of instruction
3. Pace of instruction
4. Listening demands
5. Project or report requirements
6. Mathematics requirements
7. Reading requirements
8. Writing requirements
9. Grading procedures
10. Test requirements

The student's ability to perform is more important than the time it takes to learn to perform. Once a skill or task has been mastered, some student's actual performance time on the job may be comparable to that of any other student. At that point, the time the job took to learn will be of little significance.

Modified strategies and techniques may be used for all students, eliminating the reminder that students from special populations are more different from then similar to students who are not from special populations.

Adaptation of Equipment. Most business equipment can be used by students from special populations without modification. When adaptations are necessary, it is usually possible to add hand controls to machines operated by foot controls, and foot controls to machines operated by hand controls. Lights can replace bells or alarms for students with hearing impairments, and braille-coded tape can mark control dials.

Adaptation of Facilities. Facility adaptations are generally administrative concerns rather than teacher concerns, but the business educator can remove unnecessary obstructions to allow ample space between aisles and around equipment. General accessibility standards should be reviewed to meet the needs of students who use wheelchairs.

As business educators work to help students from special populations succeed, they can request the services of other educators. For instance, the vocational resource educator (VRE) is a non-teaching professional staff person who serves as a special resource person for educators and students and provides to individuals those services and assistance necessary for them to succeed in secondary, postsecondary, and adult vocational programs. The roles and responsibilities of the VRE are:

1. To assist in appropriate educational placement, providing appropriate vocational opportunities with reasonable vocational objectives;
2. To provide all vocational educators with resource assistance, which includes resource materials, equipment modifications, and curriculum modifications, and to act as a liaison with sending schools; and
3. To assist in the placement process of students into gainful employment after training.

Additional support for students from special populations can come from:

1. Aides
2. Basic Skills Instructors
3. Vocational Preparation Instructors
4. Vocational Supplemental Professional Personnel
5. Vocational evaluation programs
6. Counseling services
7. Remedial programs
8. Modified skill training programs
9. Limited English-Speaking Ability (LESA) projects
10. Short-term skill training

EQUITY FOR ALL STUDENTS

In addition to providing equitable classrooms for students from special populations, business educators should create classrooms where *all* students are treated equitably. Equity should include the recruitment and retention of nontraditional students, students from both genders, and from all ethnic groups.

To successfully recruit nontraditional students:

1. Ensure that career information is available to all students. Publicize the business education program through mailings, brochures, public service announcements, and newspaper and television coverage. Highlight the continuing education opportunities, the types of jobs, and the salaries available to students who participate in the business education program. Take care that all materials feature a variety of people in different occupations.
2. Identify and visit with nontraditional students at job fairs and career days before they enroll in high school or postsecondary programs. If possible, arrange for current nontraditional students to meet with potential students.
3. Provide information on financial aid that is available to nontraditional students who want to become involved in the program.
4. Recruit as many nontraditional students as possible. Not all of these students will decide that the business education program is for them.

To help ensure that nontraditional students stay enrolled once they have entered a business education program:

1. Serve as a model of nonbiased behavior by taking the idea of equality seriously, avoiding generalizations and stereotypes, using appropriate language, holding the same academic expectations for all students, assigning school duties and responsibilities equally, and expecting equitable behavior from students.
2. Screen curriculum materials for bias. Watch for: linguistic bias, stereotyping, invisibility/exclusion (females and ethnic groups omitted from the materials), selectivity or unreality (materials that gloss over controversial issues or present only certain points of view), and fragmentation (placing women or ethnic groups separately from the main text or treating them as afterthoughts).
3. Help all students feel that they belong in the classroom. Create bulletin board displays

that show a variety of different people. Invite guest speakers who are from a variety of different ethnic groups, and who hold nontraditional jobs. Show videotapes that include a variety of people doing a variety of different jobs.

4. Locate role models for nontraditional students who can share experiences with them and help them realize the benefits of keeping their academic and career options open.
5. Involve the families of all students in school activities. Encourage them to support their students' vocational choices.

For more information on recruiting and retaining nontraditional students, contact

Project ENTER and Project SERVE
10 London Hall
University of Missouri-Columbia
Columbia, MO 65211
(800)392-7217

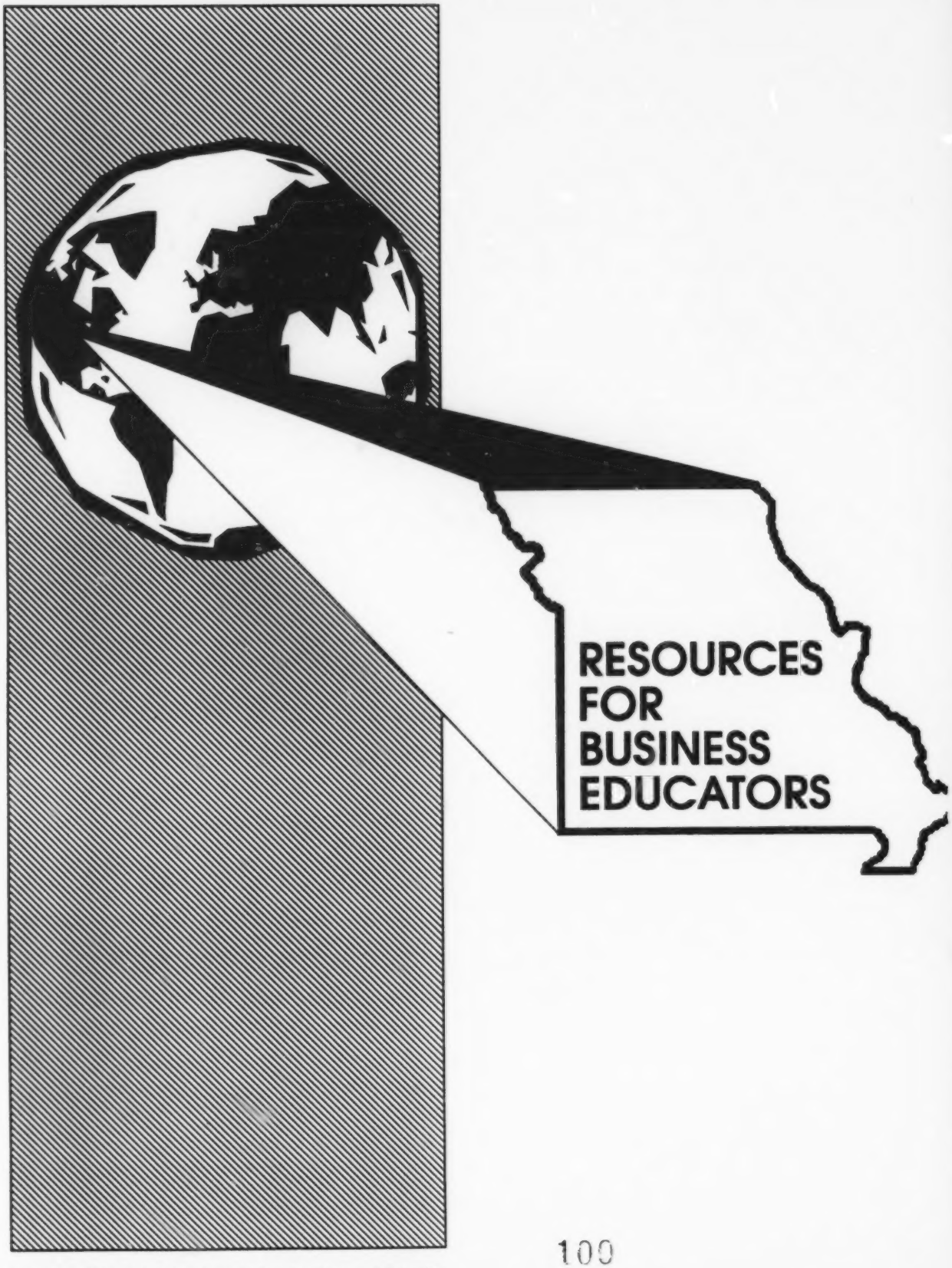
REFERENCES

American Vocational Association. *The AVA Guide to the Carl D. Perkins Vocational and Applied Technology Act of 1990.* Alexandria, VA: AVA, 1990.

Project ENTER. *Women in Tech Prep: Fostering Environments Conducive to Learning.* University of Missouri-Columbia, Columbia, MO: University of Missouri, 1994.

Project ENTER. *Women in Tech Prep: Recruitment and Retention Strategies.* Columbia, MO: University of Missouri, 1994.

Wider Opportunities for Women, Inc. *Training, Placing and Retaining Women in Nontraditional Jobs.* Washington, D.C.: The Nontraditional Employment Training (NET) Project, 1993.



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RESOURCES FOR BUSINESS EDUCATORS

AGENCY FOR INSTRUCTIONAL TECHNOLOGY (AIT)

A nonprofit organization started in 1973, AIT was established to strengthen education through technology. This mission is pursued through the development and distribution of video and computer programs in association with state education agencies. Curricular materials span a wide variety of topics and subjects–Workplace Readiness through Applied Communications, Applied Technology, and more. They are also available in a variety of formats, from printed materials and workbooks through videos for classroom use.

AIT materials are available from the Missouri Vocational Resource Center (MVRC) lending collection at the MVRC address below, or may be purchased directly from AIT at:

Agency for Instructional Technology
Box A
Bloomington, IN 47402-0120
(800)457-4509

If you purchase materials, be sure to mention that you are from Missouri, as the Department of Elementary and Secondary Education (DESE) is one of several participating agencies, making classroom materials available to Missouri educators at a reduced price. Several districts in the state are utilizing AIT classroom resources. Contact the Business Education Section at DESE if you are interested in finding out what materials have been adopted in these schools.

CENTER FOR INNOVATIONS IN SPECIAL EDUCATION (CISE)

The Center for Innovations in Special Education (CISE) was established by the merger of Missouri LINC and the Special Education Dissemination Center, and its major purpose as a resource center is to provide quality services and materials to support Missouri educators who strive to help students with disabilities achieve their potential. CISE offers a wide range of services, including written materials, conferences, training, and resources for loan to assist educators in their professional growth and in the delivery of services to students with disabilities. The center may be reached at:

Center for Innovations in Special Education
Parkade Center, Suite 152
601 Business Loop 70 West
Columbia, MO 65201
(800)976-2473

CENTER FOR OCCUPATIONAL RESEARCH AND DEVELOPMENT (CORD)

The Center for Occupational Research and Development (CORD) is a nonprofit agency established to conduct research and development activities and to disseminate curricula for technical and occupational education and training. The organization's products are being used by technical institutes, community colleges, comprehensive and vocational high schools, and in industry training programs. CORD projects are sponsored by contracts with federal and state agencies, and by industrial and foundation support from the private sector.

CORD materials are available from the Missouri Vocational Resource Center (MVRC) lending collection at the MVRC address below, or may be purchased directly from CORD at:

Center for Occupational Research and Development
601 Lake Air Drive
Waco, TX 76710
(800)231-3015

If you purchase materials, be sure to mention that you are from Missouri, as the Department of Elementary and Secondary Education (DESE) is one of several participating agencies, making classroom materials available to Missouri educators at a reduced price. Several districts in the state are utilizing CORD classroom resources. Contact the Business Education Section at DESE if you are interested in finding out what materials have been adopted in these schools.

ERIC CLEARINGHOUSE ON ADULT, CAREER, AND VOCATIONAL EDUCATION

Sponsored by the Office of Educational Research and Improvement, a division of the U.S. Department of Education, ERIC/ACVE provides free reprints of a wide variety of ERIC Digests related to adult, career, and vocational education. Topics of recent digests include:

-Vocational Education in the Middle School (No. 155)
-Job Search Skills for the Current Economy (No. 150)
-Women and Entrepreneurship (No. 143)
-Workplace Literacy: Lessons from Practice (No. 131)

Reprints and complete lists of all materials are available by writing to:

User Services Coordinator
ERIC Clearinghouse on Adult, Career, and Vocational Education
1900 Kenny Road
Columbus, OH 43210-1090

Requests for general information about ERIC/ACVE and its resources may also be made via e-mail at the Clearinghouse e-mail address: **ericacve@magnus.acs.ohio-state.edu**

INSTRUCTIONAL MATERIALS LABORATORY (IML)

Instructional Materials Laboratory (IML) works with the Department of Elementary and Secondary Education (DESE) to develop suggested materials for use in business education and other vocational programs throughout the state. IML has curriculum guides, competency profiles, and other useful instructional materials that may be purchased. Obtain more information and a catalog by calling or writing:

Instructional Materials Laboratory
10 London Hall
University of Missouri-Columbia
Columbia, MO 65211
(800)669-2465

MISSOURI RESEARCH AND EDUCATION NETWORK (MOREnet)

A joint project of the Department of Elementary and Secondary Education (DESE) and the University of Missouri-Columbia, the MOREnet (Missouri Research and Education Network) Initiative seeks to link every school district in the state of Missouri with Internet access. Several levels of connectivity are available, each level with a different pricing structure and equipment requirements. Initial information about the initiative was mailed to district superintendents in 1994, and the connections are currently being installed.

Minimum requirements include a ten-station teaching/learning local area network (not including administrative workstations). Computers may be either Macintosh or IBM or compatible PC's, and connection is made through either a dial-up or dedicated line. Software is licensed to the MOREnet initiative and is provided to the school upon connection. For further information contact:

MOREnet
1805 E. Walnut
Columbia, MO 65211
(573)884-7200

MISSOURI VOCATIONAL RESOURCE CENTER (MVRC)

The Missouri Vocational Resource Center is located on the University of Missouri campus in Columbia. Teaching aids such as curriculum guides and instructional videos are available to Missouri business educators on a loan basis from the center. Subject areas include books in Management, Business and Office, Computer and Information Sciences, Computer Programming, Data Processing, Information Sciences and Systems, and Business Education. Media in the form of audio tapes, computer software, films, filmstrips, slides, and videos are also available for classroom use. To obtain a catalog or additional information about the resource center contact:

Missouri Vocational Resource Center
10 London Hall
University of Missouri-Columbia
Columbia, MO 65211
(800)392-7217

NATIONAL COUNCIL ON ECONOMIC EDUCATION

The National Council on Economic Education is dedicated to economic literacy at all levels of education. Materials are developed for primary to postsecondary classrooms and include a large number of resources appropriate for business and consumer education. NCEE has produced master curriculum guides for several different topics. The three local centers in Missouri are located in Kansas City, St. Louis, and Columbia. For phone numbers for the Missouri sites or to reach someone at the national center, call or write to:

National Council on Economic Education
1140 Avenue of the Americas
New York, NY 10036
(212)730-7007

NATIONAL INSTITUTE FOR CONSUMER EDUCATION (NICE)

Formerly known as the Michigan Consumer Education Center, NICE is a large resource center for business educators, particularly for basic business classes. Materials available include handouts, teaching guides, low-cost software, and a wide selection of materials from the National Council on Economic Education. Many of these resources are free or available at a very low cost. For a list of available products, write or call:

National Institute for Consumer Education
Eastern Michigan University
207 Rackham Building
Ypsilanti, MI 48197
(313)487-2292 or (800)336-6423

POLICIES COMMISSION FOR BUSINESS AND ECONOMIC EDUCATION (PCBEE)

Since its beginning in 1959, the PCBEE has taken a leadership role in providing relevant, timely, and futuristic statements about the beliefs for which business education stands. These statements are valuable resources for defining the discipline and guiding meaningful research. They give direction to the future; thus, they are extremely useful in promoting business education. Recent topics of statements have touched on the evolving vision of business education, higher-order thinking skills, business programs in community colleges, ethics, cultural diversity, at-risk students, Tech Prep, and the global marketplace. See the appendices of this handbook for a listing of policy statements. For reprints write to:

Policies Commission for Business and Economic Education
Dr. Betty Brown
BEOA Department
Ball State University
Muncie, IN 47306-0335

PROJECT ENTER (Educating for NonTraditional Employment Roles)

Project ENTER focuses on establishing a marketing strategy that will help change stereotypical perceptions of the job market. The project's goal is to build awareness and enhance the image of nontraditional vocational education opportunities by producing and distributing promotional materials such as brochures, posters, advertisements, fliers, and newsletters. Activities include a variety of publications, exhibitions at conferences, production of videos, and promotion of nontraditional student role models in the media, as well as technical assistance for vocational-technical schools and community colleges. To reach the Project ENTER staff contact:

Project ENTER
10 London Hall
University of Missouri-Columbia
Columbia, MO 65211
(800)392-7217

PROJECT SERVE (Sex Equity Resources for Vocational Education)

Through the sex equity resource center, housed at the Instructional Materials Laboratory, Project SERVE provides sex equity resources to Missouri vocational educators through professional development workshops on topics including sexual harassment, multiculturalism, and creating gender fair classrooms; and through exhibits at conferences. The project also maintains a statewide data collection software package for single parents, displaced homemakers, single pregnant women, nontraditional males and females, and girls and women ages 14 to 25. To reach the Project SERVE personnel write or call:

Project SERVE
10 London Hall
University of Missouri-Columbia
Columbia, MO 65211
(800)392-7217

STATEWIDE JOB PLACEMENT SERVICE (SJPS)

Statewide Job Placement Service (SJPS) is a multi-faceted project whose mission is two-fold: (1) to supplement and enhance the job placement of Missouri's vocational students, and (2) to successfully coordinate Missouri's efforts to market vocational education. The project conducts and/or coordinates a number of activities relative to the job placement goal. Of highest placement priority is the project's responsibility to compile statistical reports reflecting local, regional, and statewide trends and comparisons. These data are disseminated to and utilized by participating institutions and the Department of Elementary and Secondary Education (DESE) in their efforts to comply with federal guidelines and regulations. The Mid-Missouri Career Guidance and Vocational Resources Center is maintained at the SJPS site and supplies educational materials on an as-needed basis to over 400 educators throughout a 29-county area of central Missouri. For more information contact SJPS at:

Statewide Job Placement Service
State Fair Community College
3201 West 16th Street
Sedalia, MO 65301-2199
(816)530-5800 Ext. 270

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FUNDING SOURCES

A+ SCHOOLS GRANTS

Funds are available to public secondary schools that demonstrate a commitment to students that includes efforts to ensure that all students complete a selection of studies that is challenging, that concludes with graduation, and that leads to postsecondary study. High schools in the A+ Schools Program may receive a maximum grant of $150,000 annually for up to three years, contingent on the school achieving satisfactory progress toward achieving the program goals above. In addition, graduates of an A+ school who qualify may receive financial assistance for tuition, books, and fees to attend any public community college, vocational school, or technical school in Missouri.

Grant applications and related forms should be submitted by March 31 to:

Coordinator of Vocational Education
DESE
P.O. Box 480
Jefferson City, MO 65102-0480
(573)751-3500

CARL PERKINS FUNDING

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392) is designed to improve America's high-tech competitiveness along with another central goal–to provide greater vocational education opportunities for persons with disadvantages or disabilities. Under the law, more than 75 percent of the money authorized to go to states is specifically earmarked for programs that address the vocational education needs of students who are disabled, economically disadvantaged or have limited English-language proficiency. Under the law, the Department of Elementary and Secondary Education (DESE) distributes funds to eligible comprehensive high schools, area vocational-technical schools, and community/junior colleges to support special needs services at those institutions serving the greatest number of students with disabilities or disadvantages.

This grant expires June 30, 1996. It is anticipated that a new Careers Act will replace it. For further information contact:

Coordinator of Vocational Education
DESE
P.O. Box 480
Jefferson City, MO 65102-0480
(573)751-3500

INCENTIVE GRANTS

The Incentives for School Excellence (ISE) Program is intended to encourage exemplary and innovative programs designed to improve instruction. ISE grants are intended to support efforts to improve schools and teaching practices and procedures at the preschool level and in grades K-12. Under the law, state-funded grants provide district- and/or building-level projects to improve both instruction and student

performance. The State Board of Education rules that the competitive grants be awarded in four categories: (1) individual educators (up to $5,000), (2) groups of educators (up to $20,000), (3) building-level (up to $30,000), and (4) district-level (up to $50,000). Grants may be awarded in areas such as: computer usage, basic skill improvement, recruitment, and dropout prevention.

Local school districts are required to contribute between 10 and 30 percent of the total cost of approved projects. However, match-free grants are also awarded by the Department of Elementary and Secondary Education (DESE).

Applications are due on April 30 of each year. For more information contact:

Special State Instructional Program
DESE
P.O. Box 480
Jefferson City, MO 65102
(573)751-9038

TECH PREP GRANTS

Tech Prep is designed to assure the preparation of a high skills workforce. It features partnerships between secondary and postsecondary academic and vocational programs working jointly with business and industry. Tech Prep integrates competency-based teaching, articulated programs, applied academics, and vocational programs into one course of study. Tech Prep grants have been issued to community colleges in Missouri, and local superintendents should be contacted to determine how local districts may become involved. See the appendices of this handbook for a list of Tech Prep coordinators.

For more information contact:

Coordinator of Vocational Education
DESE
P.O. Box 480
Jefferson City, MO 65102-0480
(573)751-3500

TECHNOLOGY GRANTS

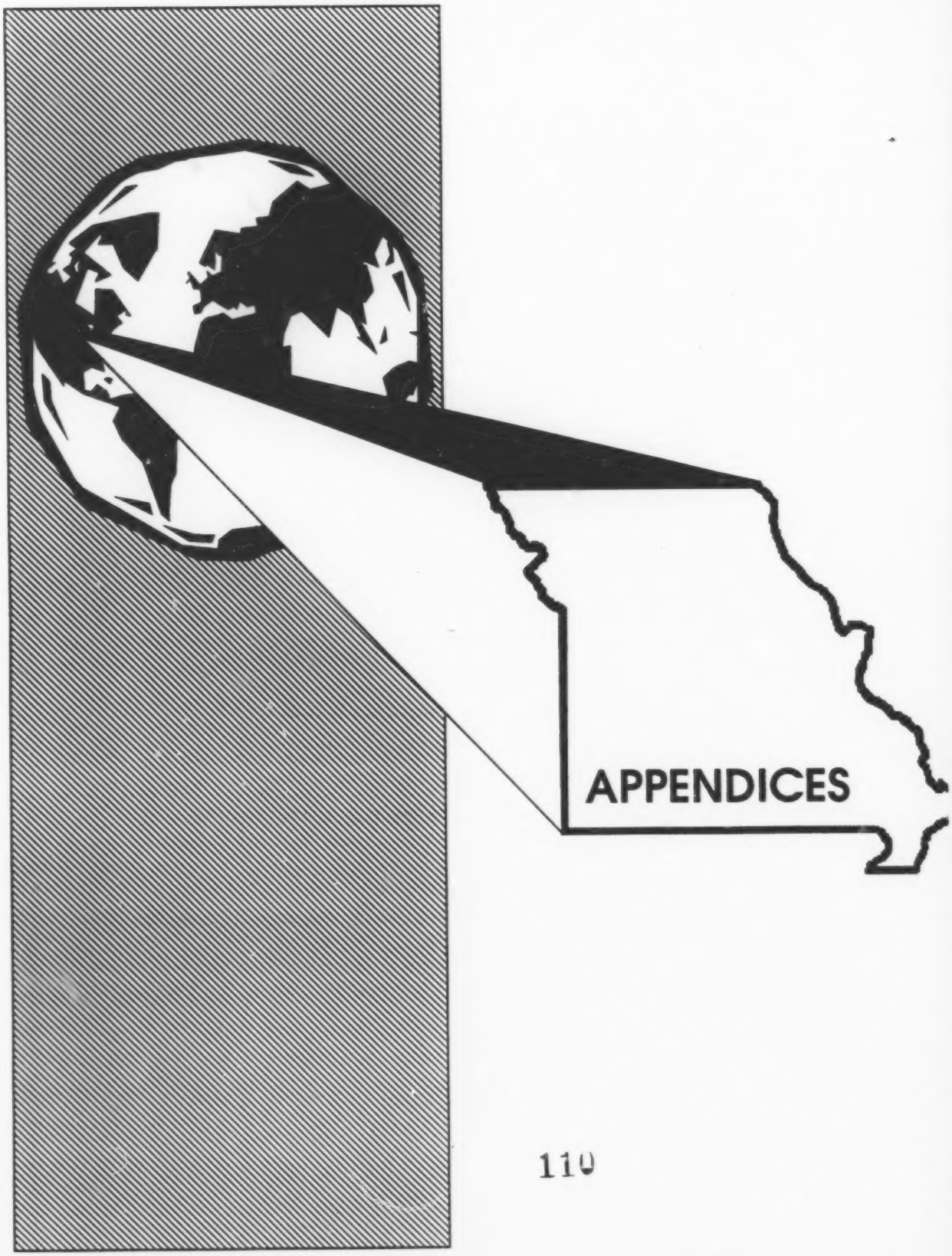
Created by the Outstanding Schools Act of 1993, the Technology Grant Program offers an opportunity for Missouri's public schools to improve schools and improve classroom teaching practices using technology. Two types of grants are available under the Program. They are:

Technology Acquisition Grant. Each year, school districts are eligible to receive a grant of $2,000 per district plus a per-pupil allowance estimated at a maximum of $3.50 per pupil, based upon October core data enrollment figures. Concrete plans for utilizing technology to enhance traditionally delivered instruction and for evaluating the effectiveness of technology-delivered instruction must be part of the application.

Competitive Technology Grant. Each year a portion of appropriated funds will be set aside to fund grant applications submitted by school districts for the purpose of extending the use of technology. Funded projects are expected to demonstrate unique approaches to technology or combinations of technologies with a distinct and clearly defined instructional focus. Projects may request state assistance ranging between $10,000 and $50,000 and include a matching funds percentage between 10 and 30 percent based upon relative student wealth within the district.

Each grant program has its own due date, which can be obtained, along with further information, from:

Director of Special State Instructional Programs
DESE
P.O. Box 480
Jefferson City, MO 65102-0480
(573)751-909



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Appendices

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N.S. Hillyard AVTS
3434 Faraon
St. Joseph, MO 64506
(816)232-5459
(816)279-2173 (fax)

MISSOURI PI OMEGA PI CHAPTERS

College/University	Sponsor and Address
Northeast Missouri State University Alpha Chapter	Dr. Jerry Vittetoe VH108 Kirksville, MO 63501 (816)758-4361
Northwest Missouri State University Beta Chapter	Dr. Nancy Zeliff 800 University Drive Maryville, MO 64468 (816)562-1292
Southwest Missouri State University Alpha Zeta Chapter	Dr. Lynn Wasson 901 S. National Springfield, MO 65804 (417)836-6355
Southeast Missouri State University Delta Zeta Chapter	Dr. Linda Wiggs One University Plaza Cape Girardeau, MO 63701 (573)651-2093
Missouri Southern State College Epsilon Psi Chapter	Dr. Beverly Block 3950 E. Newman Road Joplin, MO 64801 (417)625-9603
University of Missouri-Columbia Zeta Kappa Chapter	Dr. Donna Everett 304 Hill Hall Columbia, MO 65211 (573)884-6684

MISSOURI DELTA PI EPSILON CHAPTERS

College/University	Sponsor and Address
Southern Illinois University-Edwardsville (Metropolitan St. Louis) Beta Beta Chapter	Dr. Robert Schultheis Southern Illinois University-Edwardsville University Box 1106 Edwardsville, IL 62026 (618)692-2437
University of Missouri-Columbia Gamma Chi Chapter	Dr. Lonnie Echternacht & Dr. Donna Everett University of Missouri-Columbia 304 Hill Hall Columbia, MO 65211 (573)882-2377
Southwest Missouri State University Gamma Omega Chapter	Dr. Kenneth Horn Southwest Missouri State University 901 S. National Springfield, MO 65804 (417)836-5581

MISSOURI TECH PREP COORDINATORS

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Vocational Education, P.O. Box 480, Jefferson City, 65102-0480
Dr. Robert Robison, Director
(573) 751-3500

BOOTHEEL TECH PREP CONSORTIUM
Three Rivers Community College, 2080 Three Rivers, Boulevard, Poplar Bluff, 63901
Sue Waggoner-Flowers
(573) 840-9689

CONSTRUCTION APPRENTICESHIP TECH PREP CONSORTIUM
105 West 12th Street, North Kansas City, 64116
Ron D. Youngs
(816) 471-5050

EAST CENTRAL MISSOURI TECH PREP CONSORTIUM
East Central College, P.O. Box 529, Union, 63084
Debbie Jaeger
(573) 583-5193
Rolla Technical Institute, 1304 East Tenth Street, Rolla, 65402
Larry Gorsh
(573) 368-4746

HEART OF THE OZARKS TECH PREP CONSORTIUM
Ozark Technical College, 815 North Sherman, Springfield, 65802
Marc Doss
(417) 895-7250

HEART OF MISSOURI TECHNICAL EDUCATION CONSORTIUM (HOMTEC)
State Fair Community College, 3201 West 16th Street, Sedalia, 65301
Barbara Harrison
(816) 530-5800

JEFFERSON COUNTY TECH PREP CONSORTIUM
Jefferson College, P.O. Box 1000, Hillsboro, 63050
Margie Fritch
(573) 789-3951

MID-MISSOURI TECH PREP CONSORTIUM
Linn Technical College, One Technology Drive, Linn, 65051-9606
J. Rick Mihalevich
(573) 897-3603 ext. 129

MID RIVERS TECH PREP CONSORTIUM
Pike/Lincoln Technical Center, P.O. Box 38, Eolia, 63344-0038
Krista Flowers
(573) 485-3220

NORTH MISSOURI TECH PREP CONSORTIUM
North Central Missouri College, 1301 Main Street, Trenton, 64683
Wally McGinnis
(816) 359-3948 ext. 208

NORTHEAST MISSOURI CURRICULUM CONSORTIUM
Moberly Area Community College, College and Rollins, Moberly, 65270
Diane Harlan
(816) 263-4110

NORTHWEST MISSOURI TECH PREP CONSORTIUM
High Technology Training Resource Center, The Metropolitan Community College, 3200 Broadway, Kansas City, 64111
Gail Barham
(816) 759-1167

ST. LOUIS AREA TECH PREP CONSORTIUM
St. Louis Community College-Forest Park, 5600 Oakland Avenue-F324, St. Louis, 63110-1393
Marcia Pfeiffer
(314) 644-9942

SOUTHEAST MISSOURI REGIONAL TECH PREP CONSORTIUM
Mineral Area College, P.O. Box 1000, Park Hills, 63601
Dr. Ray Walsh
(573) 431-4593

WESTERN-SOUTHWESTERN MISSORUI TECH PREP CONSORTIUM
Crowder College, 601 Laclede, Neosho, 64850
Ginny Godson
(417) 451-3584

POLICIES COMMISSION ON BUSINESS AND ECONOMIC EDUCATION (PCBEE) RECENT POLICY STATMENTS

Statement No. 57 (1995)–	"This We Believe About the Evolving Vision of Education for and About Business"
Statement No. 56 (1994)–	"This We Believe About the Role of Business Education in Developing Higher-Order Thinking Skills"
Statement No. 55 (1994)–	"This We Believe About Business Programs in Community Colleges"
Statement No. 54 (1993)–	"This We Believe About the Role of Business Education in Tech Prep"
Statement No. 53 (1993)–	"This We Believe About the Role of Business Education in Technology"
Statement No. 52 (1992)–	"This We Believe About the Role of Business Education in the Global Marketplace"
Statement No. 51 (1992)–	"This We Believe About Teaching Ethics for Business"
Statement No. 50 (1991)–	"This We Believe About Valuing Cultural Diversity in Business Education"
Statement No. 49 (1990)–	"This We Believe About At-Risk Students in the Business Education Program"
Statement No. 48 (1990)–	"This We Believe About the Role of the Business Education State Supervisor"
Statement No. 47 (1989)–	"This We Believe About the Role of Business Education as a Component of General Education"
Statement No. 46 (1989)–	"This We Believe About the Impact of Change Due to Information Technologies"

The complete text of these statements is published in the October issue of the *Business Education Forum*, the journal of the National Business Education Association. They may also be ordered directly from the PCBEE by contacting:

Dr. Betty Brown
BEOA Department
Ball State University
Muncie, IN 47306-0335

BUSINESS TEACHER EDUCATION PROGRAMS

Avila College
11901 Wornall Rd.
Kansas City, MO 64145
(816)942-8400

•Central Missouri State University
Warrensburg, MO 64093
(816)543-4111

College of the Ozarks
Point Lookout, MO 65726
(417)334-6411

Columbia College
1001 Rogers Street
Columbia, MO 65216
(573)875-8700

Culver-Stockton College
1 College Hill
Canton, MO 63435
(573)288-5221

Evangel College
1111 N. Glenstone Avenue
Springfield, MO 65802
(417)865-2811

Hannibal-LaGrange College
2800 Palmyra
Hannibal, MO 63401
(573)221-3675

•Lincoln University
820 Chestnut
Jefferson City, MO 65102-0029
(573)681-5000

Lindenwood College
209 S. Kingshighway
St. Charles, MO 63301
(573)949-2000

Missouri Southern State College
3950 E. Newman Rd.
Joplin, MO 64801-1595
(417)625-9300

•Northwest Missouri State University
800 University Drive
Maryville, MO 64468-6001
(816)562-1212

Rockhurst College
1100 Rockhurst Road
Kansas City, MO 64110
(816)926-4000

•Southeast Missouri State University
1 University Plaza
Cape Girardeau, MO 63701
(573)651-2000

Southwest Baptist University
1600 University Avenue
Bolivar, MO 65613-2496
(417)326-1500

•Southwest Missouri State University
901 S. National
Springfield, MO 65804
(417)836-5000

•University of Missouri-Columbia
304 Hill Hall
Columbia, MO 65211
(573)882-2377

University of Missouri-St. Louis
8001 Natural Bridge Road
St. Louis, MO 63121-4499
(314)516-5254

•Locations of approved vocational course offerings

Arcadia Valley AVS, Ironton	573/546-3907
Boonslick AVTS, Boonville	816/882-5306
Brookfield Area Career Center	816/258-2682
Cape Girardeau AVTS	573/334-0826
Carrollton AVTS	816/542-0000
Carthage Technical Center	417/359-7026
Cass Career Center, Harrisonville	816/884-3253
Clinton AVTS	816/885-6101
Columbia Career Center	573/886-2610
Crowder College, Neosho	417/451-3584
Current River AVS, Doniphan	573/996-2915
Dallas County AVTS, Louisburg	417/752-3491
Excelsior Springs Area Career Center	816/630-9240
Fort Osage AVTS, Independence	816/650-6377
Four Rivers AVTS, Washington	314/239-7777
Franklin Technical School, Joplin	417/625-5260
Gibson Technical Center, Reeds Spring	417/272-3271
Graff Career Center/OTC, Springfield	417/895-7202
Grand River Technical School, Chillicothe	816/646-3414
Hannibal AVTS	573/221-4430
Hart (Davis H.) Mexico AVTS	573/581-5684
Herndon (Joe) AVTS, Raytown	816/737-6315
Hillyard (N.S.) AVTS, St. Joseph	816/232-5459
Jefferson College, Hillsboro	573/789-3951
Kansas City 33 Public Schools	816/871-6262
Kennett AVTS	573/888-9067
Kirksville Area Technical Center	816/665-2865
Laclede AVTS, Lebanon	417/532-5494
Lake AVTS, Camdenton	573/346-4260
Lamar AVS	417/682-3384
Lewis & Clark Technical School, St. Charles	314/946-7726
Lex La-Ray Technical Center, Lexington	816/259-2264
Linn Technical College	573/897-3603
Macon AVTS	816/385-2158
Moberly AVTS	816/269-2690
Monett AVTS	417/235-7022
Mountain Grove AVTS	417/926-3119
Nevada Regional Technical Center	417/448-2090
New Madrid County AVTS	573/688-2161
Nichols Career Center, Jefferson City	573/659-3100
North Central AVTS, Bethany	816/425-2196
Northland Career Center, Platte City	816/858-5505
Northwest Technical School, Maryville	816/562-3022
Perryville Area Career & Technology Center	573/547-2542
Pike/Lincoln Technical Center, Eolia	573/485-2900
Poplar Bluff Technical Career Center	573/785-2248
Rolla Technical Institute	573/364-3726
Saline County Career Center, Marshall	816/886-6958

Sikeston AVS	573/471-5440
South Central AVTS, West Plains	417/256-6152
Southwest Area Career Center, Monett	417/235-7022
Special School District, Pemiscot County	314/359-2601
Special School District, St. Louis County	314/569-8275
State Fair AVTS, Sedalia	816/530-5800
Tri-County Technical School, Eldon	573/392-8060
UniTec Career Center, Bonne Terre	573/358-5156
Warrensburg AVTS	816/747-2283
Waynesville Technical Academy	573/774-6106

SAMPLE FBLA PROGRAM OF WORK

SEPTEMBER

Recruit new members
Recruit new chapters
Make plans to attend district fall planning meeting
Induct new members and install officers
Plan "GO for the GOLD" activities
Select a service project
Plan four leadership workshops

OCTOBER

Plan fall FBLA picnic
Submit article for winter *Missouri Business Leader*
Submit article for Jan/Feb *Tomorrow's Business Leader*
Mail state and national dues before October 20
Register for North Central NFLC
Enroll in AT&T Investment Challenge
Plan service project
Select and schedule leadership workshop presenters

NOVEMBER

Invite guest speaker from business community
Attend North Central NFLC
Celebrate American Enterprise Day
Make plans for February FBLA Week
Obtain media coverage of service project
Carry out service project
Conduct first Leadership Workshop

DECEMBER

Submit an article for March/April issue of TBL
Plan Christmas activity
Evaluate service project
Plan annual fundraisers
Encourage members to run for district, state, and national office

JANUARY

Publicize and implement fundraiser
Invite new members and parents to potluck dinner meeting
Plan field trips to local businesses to promote career awareness
Finalize FBLA Week plans and publicity
Make SLC hotel reservations
Promote participation in competitive events program
Conduct second leadership workshop

FEBRUARY

Hold local competition to determine district competitive event participants
Plan campaigns for officer candidates
Observe FBLA Week
Submit article for spring issue of *Missouri Business Leader*
Submit additional members reporting form by February 15
Report on AT&T Investment Challenge
Conduct third leadership workshop

MARCH

Prepare for district competition
Attend DLC
Mail SLC entry forms and conference registration form
Finalize SLC lodging plans
Conduct fundraiser for SLC travel expenses
Invite former FBLA members back to speak
File State Officer application before March 15
File "GO for the GOLD" entry form before April 1
File applications for NLC photographer, meeting planner, and/or reporter
Contribute to state NLC travel fund before April 1 deadline
Identify person from community to honor as "Businessperson of the Year"

APRIL

Conduct fourth leadership workshop
Prepare for SLC competition
Attend SLC
Publicize SLC participation
Make NLC hotel reservations

MAY

Mail anticipated attendance form to state office
Mail NLC registration to national office
Mail registration for summer executive council meeting and officer training
Plan end-of-year activity

JUNE

Conduct fundraiser for NLC travel expenses
Contact local businesses for donations toward NLC travel expenses
Prepare for national competition

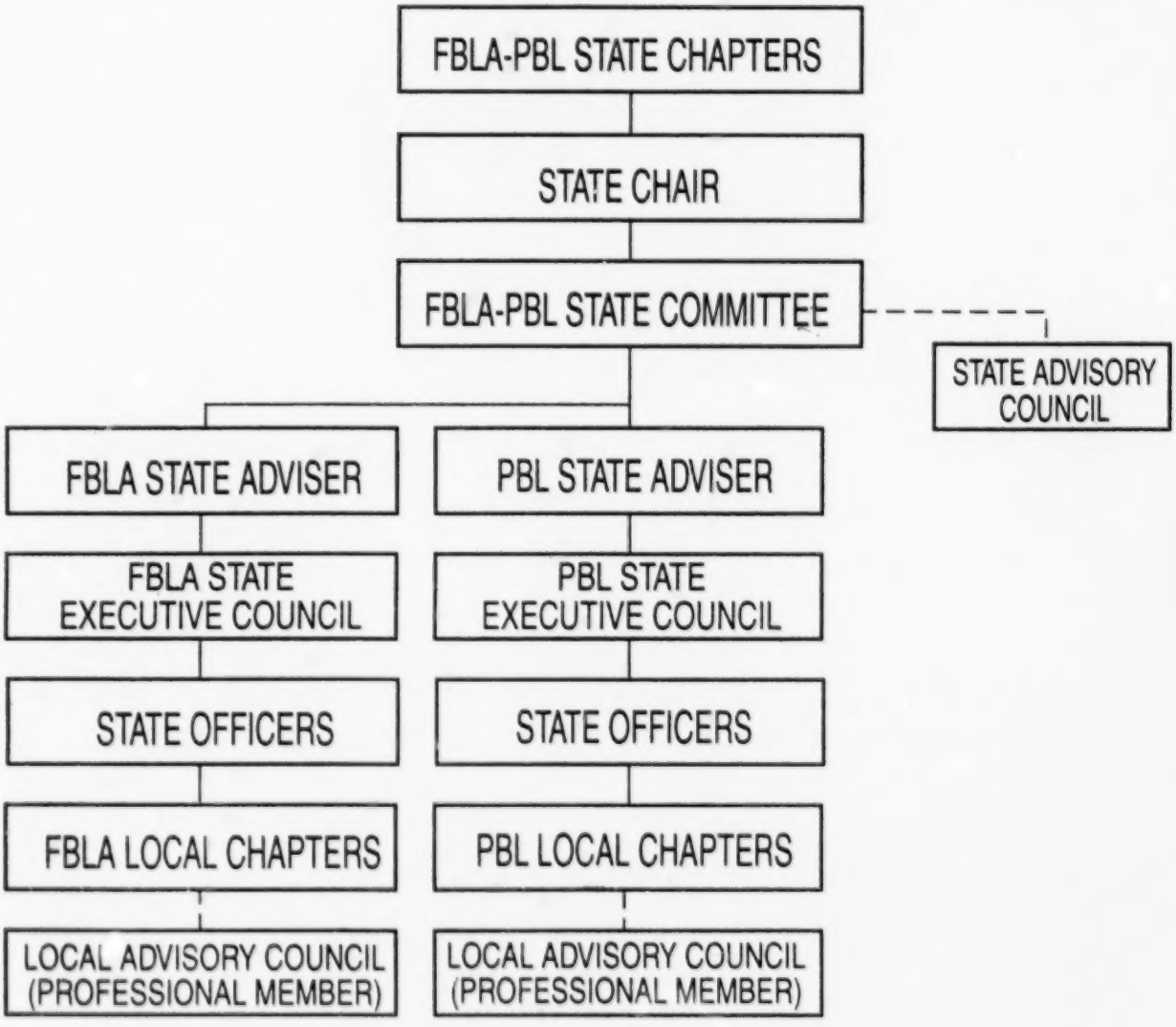
JULY

Attend NLC

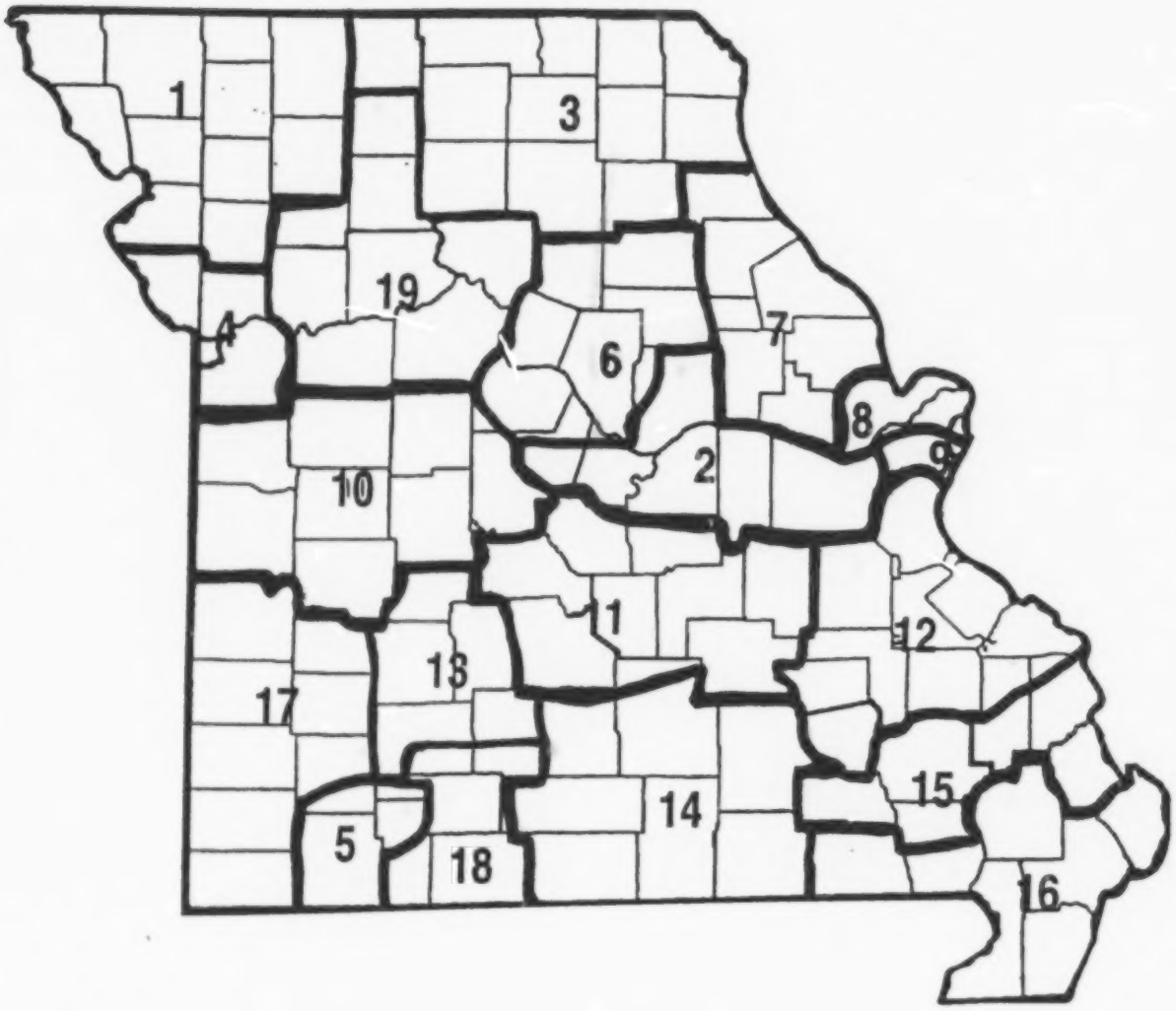
AUGUST

Attend summer executive council meeting and officer training
Plan local Program of Work for new school year

State FBLA-PBL Organizational Chart



Missouri FBLA Districts



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
TEACHER EDUCATION AND CERTIFICATION

APPLICATION FOR A MISSOURI VOCATIONAL CERTIFICATE

P.O. BOX 480
JEFFERSON CITY, MO 65102-0480

SECTION A. TO BE COMPLETED BY APPLICANT

I. VITAL INFORMATION

1. ___ ___ ___ / ___ ___ / ___ ___ ___ ___
SOCIAL SECURITY NUMBER

2. CURRENT NAME (LAST, FIRST, MI)

3. ADDRESS

4. CITY STATE

5. ZIP CODE 6. BIRTHDATE 7. FEMALE ☐ MALE ☐

OFFICE USE ONLY
Date received
TR
Approved by:
Type of Certif.

II. PURPOSE OF APPLICATION: THIS APPLICATION MAY BE USED FOR ONLY **ONE** AREA OF CERTIFICATION. CHECK ONE BOX FOR VOCATIONAL AREA AND ONE BOX FOR TYPE OF SERVICE POSITION.

1. VOCATIONAL AREA

- ☐ Agriculture
- ☐ Business
- ☐ Home Economics
- ☐ Health Occupations
- ☐ Marketing & Cooperative
- ☐ Trade & Industrial
- ☐ Guidance
- ☐ Special Needs

2. TYPE OF SERVICE POSITION

- ☐ Teacher - Subject Area _____
- ☐ Counselor
- ☐ Job Placement Coordinator
- ☐ Director
- ☐ Adult Supervision
- ☐ Other _____

III. A. EDUCATIONAL DATA: List all high schools, colleges and universities, in order of attendance, at which courses were completed. The listing must include ALL degrees.

OFFICE USE ONLY	NAME OF HIGH SCHOOL, COLLEGE OR UNIVERSITY	STATE	DEGREE	YEAR	MAJOR

Official Transcripts from each institution listed must be submitted in order for application to be complete.

B. EMPLOYMENT EXPERIENCE: List all employment experience other than teaching or counseling that has contributed to your competency in the occupation for which you propose to qualify. (Include self-employment if applicable.) If employment was part-time, indicate number of hours per week. (All employment must be within last ten years.)

EMPLOYER	ADDRESS	TYPE OF WORK	FULL OR PART-TIME	EMPLOYMENT DATES MO/YR
				–
				–
				–
				–

I certify that the information in this application is accurate and complete to the best of my knowledge. I understand that any misrepresentation of facts may result in the denial of the certificate.

SIGNATURE OF APPLICANT	DATE	TELEPHONE NUMBER (HOME)

MO 500-0609 (7-93)

PHOTOCOPIES OF THIS APPLICATION CANNOT BE ACCEPTED

BEST COPY AVAILABLE

IV. Teaching Experience

List in order of employment the most recent teaching experience up to 10 years.

SCHOOL OR SCHOOL DISTRICT	CITY	STATE	EMPLOYMENT DATES

SECTION B. TO BE COMPLETED BY EMPLOYING SCHOOL DISTRICT

I. List subject and grade level of certificate requested.

1. _____ SUBJECT _____ GRADE LEVEL
2. _____ SUBJECT _____ GRADE LEVEL

II. I hereby affirm that _____ will be employed by this school district and used in the position requiring the certificate listed above for the 19 ____ to 19 ____ school year.

I JOINTLY REQUEST WITH THE ABOVE APPLICANT THAT THE VOCATIONAL CERTIFICATE REQUESTED BE ISSUED.

SIGNATURE OF DESIGNATED SCHOOL OFFICIAL	NAME OF SCHOOL DISTRICT		
NAME OF DESIGNATED SCHOOL OFFICIAL	ADDRESS		
POSITION HELD	CITY	STATE	ZIP CODE

MAIL TO ▶ **COORDINATOR OF VOCATIONAL EDUCATION**
P.O. BOX 480
JEFFERSON CITY, MO 65102-0480

OFFICE USE ONLY

CLASSIFICTION TYPE	STEP	EFFECTIVE DATE	CODE
1			00
2			00
3			00

CERTIFICATION ACTION	LVL	SUBJECT	CLS	EFF DATE	RI	AUTH CODE
1		00000				00
2		00000				00
3		00000				00
4		00000				00
5		00000				00
6		00000				00
7		00000				00

MO 500-0609 (9-92)

Number 6-920-0028
FV-2

STATE OF MISSOURI
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division of Vocational and Adult Education
P.O. Box 480, Jefferson City, Misosuri 65102-0480

Reimbursement Request for Approved Vocational Education Expenditures

PLEASE READ INSTRUCTIONS ON REVERSE SIDE.

Fiscal Year Ending June 30, _____	Vendor Code	Local Education Agency (LEA)
Program Codes (Program and Type)		Mailing Address
Description of Program		City and Zip Code

Items For Which Reimbursement Is Claimed

(1) Date Purchased	(2) From Whom Purchased	(3) Description of Item Attach Invoices	(4) State Use Only	(5) Expenditure	(6) Check No.
				$	

Instructions

Submit two (2) copies of this form for each level of each program area to the Director of Vocational Finance, Missouri Department of Elementary and Secondary Education, Jefferson City, Missouri 65102-0480.

Vendor Code: Enter the county-district code used by the Department of Elementary and Secondary Education for payment purposes.

Local Education Agency (LEA): Report the official name of the school district, the mailing address, city and zip code.

Program Codes and Description of Program: A separate *Application for Authorization* must be filed for each program or service area and each type of program. The program code will, therefore, always be a two-part code as illustrated on the division's program code listing.

Column (1) — **Date Purchased** — This is the date of obligation by written purchase agreement (purchase order, letter, or contract). Expenditures for the acquisition of equipment, supplies, teaching aids, etc., will be considered as an expenditure in the fiscal year in which the funds were obligated by a purchase agreement or legal contract.

Column (2) — **From Whom Purchased** — This is the vendor or person with whom the agreement is made.

Column (3) — **Description of Item** — This should be a short identifying statement of the item, service, activity, etc. Detailed descriptions, serial numbers and other information should be outlined on the invoice supporting the transaction.

Column (4) — **State Use Only** — Do not complete.

Column (5) — **Expenditure** — This is the amount paid for each item described. Show deductions on invoices for discounts, credits, and other memos. Freight costs are considered as part of the equipment expenditure. Only items approved on Form FV-4 may be reimbursed. An **equipment** item is a unit of furniture, an instrument, a machine, an apparatus or a set of articles which does not meet the criteria of being a supply. **Supplies** are those items which (1) are consumed in use; (2) lose their shape or identity with use; (3) are expendable, that is, it is more feasible to replace it than repair it; or (4) are inexpensive. **Other** expenditures are those which represent services such as utilities, communications, transportation, etc.

Column (6) — **Check No.** — This is the number of the check which represents payment for each item described.

Total Expenditure — This is the sum of all Column (5) Expenditures entries.

CERTIFICATION To: Division of Vocational and Adult Education Jefferson City, Missouri 65102-0480 I hereby certify that the information reported herein is correct to the best of our knowledge and belief.	Date Signed: Chief Administrator:

Number: 6-920-002B
FV-2

STATE OF MISSOURI
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division of Vocational and Adult Education
P.O. Box 480, Jefferson City, Misouri 65102-0480

Reimbursement Request for Approved Vocational Education Expenditures

PLEASE READ INSTRUCTIONS ON REVERSE SIDE.

Fiscal Year Ending	Vendor Code	Local Education Agency (LEA)
June 30, XXXX	123-456	Anywhere School District
Program Codes (Program and Type)		**Mailing Address**
02-04		P.O. Box 20
Description of Program		**City and Zip Code**
Vocational Business Education		Anytown, MO 20202

Items For Which Reimbursement Is Claimed

(1) Date Purchased	(2) From Whom Purchased	(3) Description of Item Attach Invoices	(4) State Use Only	(5) Expenditure	(6) Check No.
4/9/XX	XYZ Business Systems	XXX Computer, Monitor, Hard Drive, Internal Drive, Keyboard, Power Supply, Mouse, Cable, w/CD Rom		$ XXXX	12300
4/9/XX	XYZ Business Systems	Memory Upgrade Kit		XXXX	12300
4/9/XX	XYZ Business Systems	XXX Printer, Cables		XXXX	12300
5/8/XX	ABC Office Supplies	L-Shaped Desks		XXXX	15448
5/8/XX	ABC Office Supplies	Posture Chairs		XXXX	15448
6/1/XX	BRIZ Office Machines	XXX Calculator		XXXX	15990
6/7/XX	HB Office Distributors	LCD Projection Panel		XXXX	16121
6/1/XX	BRIZ Office Machines	XXX Transcriber		XXXX	15990
4/9/XX	XYZ Business Systems	Software Wordprocessing Pkg. Database Pkg. Spreadsheet Pkg. Graphics Pkg.		XXXX	12300

Instructions

Submit two (2) copies of this form for each level of each program area to the Director of Vocational Finance, Missouri Department of Elementary and Secondary Education, Jefferson City, Missouri 65102-0480.

Vendor Code: Enter the county-district code used by the Department of Elementary and Secondary Education for payment purposes.

Local Education Agency (LEA): Report the official name of the school district, the mailing address, city and zip code.

Program Codes and Description of Program: A separate *Application for Authorization* must be filed for each program or service area and each type of program. The program code will, therefore, always be a two-part code as illustrated on the division's program code listing.

Column (1) — **Date Purchased** — This is the date of obligation by written purchase agreement (purchase order, letter, or contract). Expenditures for the acquisition of equipment, supplies, teaching aids, etc., will be considered as an expenditure in the fiscal year in which the funds were obligated by a purchase agreement or legal contract.

Column (2) — **From Whom Purchased** — This is the vendor or person with whom the agreement is made.

Column (3) — **Description of Item** — This should be a short identifying statement of the item, service, activity, etc. Detailed descriptions, serial numbers and other information should be outlined on the invoice supporting the transaction.

Column (4) — **State Use Only** — Do not complete.

Column (5) — **Expenditure** — This is the amount paid for each item described. Show deductions on invoices for discounts, credits, and other memos. Freight costs are considered as part of the equipment expenditure. Only items approved on Form FV-4 may be reimbursed. An **equipment** item is a unit of furniture, an instrument, a machine, an apparatus or a set of articles which does not meet the criteria of being a supply. **Supplies** are those items which (1) are consumed in use; (2) lose their shape or identity with use; (3) are expendable, that is, it is more feasible to replace it than repair it; or (4) are inexpensive. **Other** expenditures are those which represent services such as utilities, communications, transportation, etc.

Column (6) — **Check No.** — This is the number of the check which represents payment for each item described.

Total Expenditure — This is the sum of all Column (5) Expenditures entries.

CERTIFICATION To: Division of Vocational and Adult Education Jefferson City, Missouri 65102-0480 I hereby certify that the information reported herein is correct to the best of our knowledge and belief.	Date Signed: Chief Administrator:

SAMPLE

FV-3

Department of Elementary and Secondary Education
Coordinator, Vocational Education
P.O. Box 480, Jefferson City, Missouri 65102

GUIDE FOR SUBMITTING APPLICATIONS FOR EXPANDING AND NEW REGULAR VOCATIONAL PROGRAMS

The following outline constitutes the minimum information necessary to review the appropriateness of an application for an expanding or new regular vocational program.

Proposals are to be submitted to the State Director of Business Education on or before March 1. Local districts will be notified concerning the approval or disapproval of program requests. Budgets for approved new or expanding programs would be established at the time the annual budget requests are submitted by the local districts.

I. GENERAL INFORMATION

A. Identify program by occupational title and U.S. Office of Education code number. (For postsecondary institutions-state precise name of major or specialization, and degree or certificate, if any, to be awarded upon successful completion of program.) Indicate specific occupational objective.
B. Indicate how the need for this program was determined: employment opportunities, current and projected trends on advice of administration or advisory committee, etc. Describe the cooperation with the CETA prime sponsor in the development of this program, if applicable.
C. Give advisory committee members, their occupations, what review the proposal has had, nature of appraisal of outside reviewers, etc., if applicable.
D. Indicate extent of supervision: by whom, amount, frequency, etc. In what department or other unit will the program be administered?
E. Give the name, location, and description of space to be utilized for this program.
F. State the relations of proposed program to present offerings and to long-range plans of the institution.
G. Give proposed date for initiating the program.

II. INSTRUCTIONAL INFORMATION

A. State the program objectives in measurable terms.
B. Include a topical outline of major units or divisions in the vocational course(s).
C. List instructional material, major texts and references to be used.
D. Describe standards of performance or level of proficiency expected at program completion.
E. State the qualifications of the instructor(s) the district intends to employ.

III. STUDENT INFORMATION

A. Describe how students will be selected and the nature of students to be served. Indicate anticipated enrollment and how many sections will be offered.
B. Identify educational guidance and counseling services to be provided.
C. Describe follow-up procedure planned.
D. Explain the participation in student organizations sponsored by the Vocational Division.

IV. BUDGET

A. List major equipment currently available.
B. Outline long-range plans for major equipment purchases.
C. Show proposed equipment, teaching aids, and supplies expenditures.
D. List anticipated salary expenditures.

V. EVALUATION

A. Explain the procedures and or methods of evaluation to be used in determining results. Relate these to the program objectives.
B. List instrument(s) to be used.
C. Indicate how results of evaluation are to be utilized.

Number 6-420-004
FV-4

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division of Vocational and Adult Education
P.O. Box 480, Jefferson City, Missouri 65102-0480

Application for Authorization of Vocational Education Expenditures

PLEASE READ INSTRUCTIONS ON REVERSE SIDE.

Fiscal Year Ending June 30, _____	Vendor Code	Local Education Agency (LEA)
Program Codes (Program and Type)		Mailing Address
Description of Program		City and Zip Code

Items Submitted For Approval

Description of Items	Quantity	Estimated Unit Cost	Estimated Total Cost
		$	$
		Total Estimated Cost	$

FOR STATE OFFICE USE ONLY

County District	School Number	Program Code	Area Code	Year Paid	Year Chg	Purpose	Expenditure	Reimbursement	State	Federal	Source	Section Code
							$	$	$	$		

Program Director

State Director of Vocational Education

Approval Date

MO 580-01 304 (4-91)

BEST COPY AVAILABLE

Instructions

Two copies of this *Application for Authorization* are to be submitted to the Director of Vocational Finance. After they have been processed, one copy indicating the approved items will be returned to the LEA. The Certification Section at the bottom of this page should be completed prior to sending it to the State Office for approval. A separate *Application for Authorization* must be filed for each program or service area and each type of program. Only those items having prior approval on this application may be claimed for reimbursement.

Vendor Code: Enter the county-district code used by the Department of Elementary and Secondary Education for payment purposes.

Local Education Agency (LEA): Report the official name of the school district, the mailing address, city and zip code.

Program Codes and Description of Program: A separate *Application for Authorization* must be filed for each program or service area and each type of program. The program code will, therefore, always be a two-part code as illustrated on the division's program code listing.

SIGN BELOW

CERTIFICATION

The local education agency hereby requests authorization to expend funds for Vocational Education as described on the reverse side of this form to be used for instructional programs approved under the provisions of the State Plan for Vocational Education.

It is understood that the title to equipment and teaching aids is to be vested in the school district with accountability to the Department of Elementary and Secondary Education. No disposition or diversion of use may be made without written Department approval. If such property is sold or no longer used for the purposes requested and approved, the Department of Elementary and Secondary Education is to be credited with its share of the value as determined by the sale price or fair market value.

It is further understood that the LEA will furnish the Department information required for supporting claims for funds, and maintaining financial aid inventory records within the LEA.

Date _____ Signed _____
(Chief Administrator)

BEST COPY AVAILABLE

NumRec 6-920484
FV-4

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division of Vocational and Adult Education
P.O. Box 480, Jefferson City, Missouri 65102-0480

Application for Authorization of Vocational Education Expenditures

PLEASE READ INSTRUCTIONS ON REVERSE SIDE.

Fiscal Year Ending	Vendor Code	Local Education Agency (LEA)
June 30, XXXX	123-456	Anywhere School District
Program Codes (Program and Type)		**Mailing Address**
02-04		P.O. Box 20
Description of Program		**City and Zip Code**
Vocational Business Education		Anytown, MO 20202

Items Submitted For Approval

Description of Items	Quantity	Estimated Unit Cost	Estimated Total Cost
XXX Computers, Monitor, Hard Drive, Internal Drive, Keyboard, Power Supply, Mouse, Cable, w/CD Rom	10	$ XXX	$ XXXX
Memory Upgrade Kit	1	XXX	XXXX
XXX Printers, Cables	5	XXX	XXXX
L-Shaped Desks	10	XXX	XXXX
Posture Chairs	10	XXX	XXXX
XXX Calculator	3	XXX	XXXX
LCD Projection Panel	1	XXX	XXXX
XXX Transcriber	3	XXX	XXXX
Software	10	XXX	XXXX
Wordprocessing Package			
Database Package			
Spreadsheet Package			
Graphics Package			

NOTE: All unit costs must be a minimum of $100.

Total Estimated Cost $ XX,XXX

SAMPLE

FOR STATE OFFICE USE ONLY

County District	School Number	Program Code	Area Code	Year Paid	Year Chg	Purpose	Expenditure	Reimbursement	State	Federal	Source	Section Code
							$	$	$	$		

Program Director

State Director of Vocational Education

Approval Date

MO 980-01304 (4-91)

BEST COPY AVAILABLE

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Date _____ Signed _____
(Chief Administrator)

SAMPLE

1995-96
BUSINESS EDUCATION MEMBERSHIP FORM

NAME_____NICKNAME_____

SSN#_____HOME PHONE_____

HOME ADDRESS_____

CITY_____ STATE_____ZIP CODE_____

WHERE EMPLOYED_____WORK PHONE_____

ADDRESS_____

CITY_____ STATE_____ZIP CODE_____

COUNTY DISTRICT CODE_____ AVA ID NUMBER_____

CHECK IF YOU ARE A FIRST TIME AVA MEMBER _____

CHECK IF YOU ARE A FIRST TIME MVA MEMBER_____

MVA Dues (July 1 - June 30) $15 ..... $_____
AVA Dues $40. ..... $_____
MBEA Dues $15. ..... $_____
MBEA Student Membership $5 ..... $_____
NBEA Dues $50 ..... $_____
MBEA Retired Professional $5. ..... $_____
Check #_____ Total Paid. ..... $_____

Check one:

Central	Northeast	South Central
Greater Kansas City	Northwest/St. Joseph	Southeast
Jefferson County	St. Louis	Southwest

Contributions or gifts to MVA are not tax deductible as charitable contributions. Dues payments are generally deductible by members as ordinary and necessary business expense. However, due to the recently enacted Budget Revenue Reconciliation Act of 1993, any dues revenues utilized by a professional or trade association for lobbying purposes cannot be deducted by the member who paid the dues. In accordance with the Act, the Missouri Vocational Association is notifying its membership that it estimates that 7.8% of 1995 MVA dues paid by a member will not be deductible as ordinary business expense for federal tax purposes.

MAKE CHECK PAYABLE TO: MISSOURI VOCATIONAL ASSOCIATION
101 EAST HIGH STREET
JEFFERSON CITY, MISSOURI 65101